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ABSTRACT

This document is intended as a handbook for literacy practitioners working with adults with intellectual and/or developmental disabilities. The handbook is the product of the following activities: extensive research of the literature; discussion and exchange with literacy experts, practitioners, and some learners; and solicitation of input from agencies delivering literacy programming. The following are among the items included in the handbook's 10 sections: (1) introductory materials (the overall literacy strategy of the Saskatchewan Association of Rehabilitation Centers; definitions; learner profiles; guidelines for using the handbook); (2) some instructional strategies (information on teaching approaches, choosing literacy activities, learning styles); (3) literacy activities (puzzle, television, photograph, telephone, time concept, newspaper, card-playing, flashcard, and vocabulary activities); (4) additional literacy activities (activities devoted to reading, writing, numeracy, currency, and phonics); (5) concluding materials (quotes for tutors, literacy jokes, an evaluation form); (6) acknowledgments; (7) profiles of seven literacy programs for developmentally disabled adults across Canada, including a computer-centered literacy program, industry program, and workplace literacy

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program offered at Saskatchewan Institute of Applied Science and Technology; (8) a 69-item annotated bibliography of printed materials, online documents, websites, newsgroups, and software and list of 15 publishers; (9) 36 readings by and for literacy learners; and (10) literacy activity master sheets. (MN)

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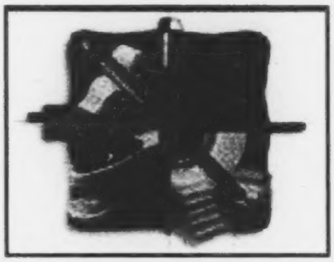
SARC

Saskatchewan Association of Rehabilitation Centres

Literacy Activities Handbook

Supporting Literacy for People with Intellectual / Developmental Challenges



Prepared by:
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Saskatchewan Association of Rehabilitation Centres

August 2001

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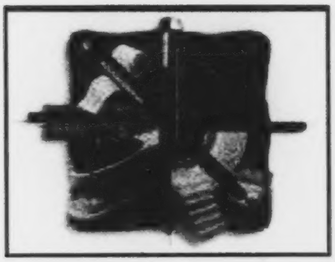
SARC

SASKATCHEWAN ASSOCIATION
OF REHABILITATION CENTRES

Literacy Activities Handbook

Supporting Literacy for People with Intellectual / Developmental Challenges



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August 2001

SARC LITERACY ACTIVITIES HANDBOOK:
Supporting Literacy for Persons with Intellectual / Developmental Challenges

The Saskatchewan Association of Rehabilitation Centres (SARC) gratefully acknowledges the financial support of the National Literacy Secretariat (NLS) of Human Resources Development Canada (HRDC), in partnership with Saskatchewan Post-Secondary Education and Skills Training (SPSEST). Additional funding was provided by the Saskatchewan Literacy Foundation (SLF), in partnership with SaskEnergy. The views expressed here do not necessarily represent the views of any of these sponsoring organizations.

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SARC
SASKATCHEWAN ASSOCIATION
OF REHABILITATION CENTRES

SARC: Formed in 1968, the Saskatchewan Association of Rehabilitation Centres (SARC) is a non-profit, provincial association of 62 independent and autonomous agencies that serve over 4,000 persons with disabilities. Our Member and Associate Member agencies provide residential, rehabilitation, developmental and employment services. SARC, in turn, provides these agencies with policy development, marketing, training, benefits management, labour relations, standards and accreditation, lobbying support, and other services.

Mission: To offer vision, leadership and support to its Members in the pursuit of excellence in community services for individuals with disabilities.

Philosophy: SARC's philosophy is based on respect, integrity, and responsibility of both its Members and individuals served. We listen, learn, and lead together.

Values: SARC believes in:

- The inherent rights and dignity of all individuals
- The freedom of choice of each individual
- The empowerment of individuals with disabilities
- Mutual respect and cooperation among autonomous Member organizations
- Providing opportunities for growth and development
- Teamwork
- Accountability
- Services that are efficient, effective, responsive to, and valued by its Members

SARCAN: The 71 SARCAN depots throughout Saskatchewan provide a comprehensive collection, processing and marketing system to recycle most ready-to-serve beverage containers. Around 80% (~365) of the employees of SARCAN, the recycling division of SARC, are persons with disabilities. SARC Member Centres operate over half of the province's SARCAN depots in their home communities.

SARCAN
RECYCLING
A DIVISION OF THE SASKATCHEWAN
ASSOCIATION OF REHABILITATION CENTRES

"Literacy and numeracy are critical to independent living for all persons in our community. As well as being a functional necessity today, everyone should be able to experience the joys of sinking into a good book or reading to their children."

Jeanne Remenda, Executive Director
Saskatoon Association for Community Living (Saskatoon, SK)

"Part of our mandate is to offer skill building programs to our clientele in order for them to reach their utmost potential. A literacy program such as this would be essential in better developing and enhancing our participants' ability to obtain and secure employment, increase independence, and to build self esteem."

Crystal Storey, Program Director
Wheatland Regional Centre (Rosetown, SK)

"Emphasising awareness of, and strategies for, addressing 'special needs' is a major step in the literacy process. These strategies will not only enhance the way we tutor but it will also assist the learner in developing essential literacy skills."

Rita McCallum, Literacy Facilitator
Northlands College– Western Region (Buffalo Narrows, SK)

"After all, when persons with disabilities become more independent in their communities, we all benefit as a society."

George Zaychkowsky, Executive Director
The Bea Fisher Centre (Lloydminster, AB / SK)

"Multiworks Vocational Corporation provides residential, vocational and employment for adults with mental and physical disabilities in Northwest Saskatchewan. One of our primary goals is to increase the independence of our Program Participants, and literacy is one of the major hurdles a lot of these individuals face."

Jocelyn Schindel, Executive Director
Multiworks Corporation (Meadow Lake, SK)

"As we continually strive to increase our clients inclusion into the community, we are reminded of the importance literacy plays in every day life situations. It can be as simple as reading the ingredients in a recipe to reading the instructions on a cleaning product. These skills are essential to a person with an intellectual/developmental disability as they become more inclusive and independent in their communities."

Susan Seib, Director of Services
West Central Industries (Kindersley, SK)

"This sector has traditionally been under-funded and it is very difficult to employ vocational trainers with the education and experience to provide proper services to program participants. Trainers require extra tools and resources to assist in implementing literacy programs in this unique environment."

Sheilagh Garrett, General Manager
Pipestone Kin-Ability Centre (Moosomin, SK)

"Our philosophy at EDS, Inc was founded on the belief that persons with intellectual disabilities have the same rights as all Canadians to live, work and enjoy recreational activities within their own community. Literacy plays a fundamental role in fully promoting our philosophy."

Carol Cundall, Program Co-ordinator
Estevan Diversified Services (Estevan, SK)

"Our agency provides support and services for people within many areas of their lives. Our services include Group Home, Semi & Independent Living, Employment, Vocational Training, Activity Centre, and Developmental Programs. All of the individuals involved in these programs have a deficit in literacy skills in one form or another. Over the years we've done our best to provide effective literacy training programs for our consumers but I'm sure other agencies can also attest to the fact that it is an ongoing challenge and we would be very grateful to have some support in our pursuits!

Krista Moffat, Director of Programs
Rail City Industries (Melville, SK)

"Any resources or information which may help an individual reach their full potential and help assure a better quality of life will and should be fully supported by our organization."

Mike Taylor, Community Employment / Program Co-ordinator
Prince Albert Community Workshop Society (Prince Albert, SK)

Table of Contents

1 Introduction PAGE 1-0

What this Handbook is all about

1.1 Preface PAGE 1-1
1.2 SARC and Literacy PAGE 1-2
1.3 Definitions PAGE 1-8
1.4 Learner Profiles PAGE 1-13
1.5 How to Use this *Handbook* PAGE 1-21
2 Some Instructional Strategies PAGE 2-0
A few teaching methods and approaches
2.1 Introduction PAGE 2-1
2.2 Teaching Approaches PAGE 2-2
2.3 Choosing Literacy Activities PAGE 2-34
2.4 Learning Styles PAGE 2-36
2.5 General Advice PAGE 2-39

3 Some Literacy Activities PAGE 3-0

Activities for learners and tutors

3.1 Introduction PAGE 3-1

3.2 Puzzle Activities PAGE 3-2

3.3 Television Activities PAGE 3-3

3.4 Photograph Activities PAGE 3-7

3.5 Telephone Activities PAGE 3-13

3.6 Time Concept Activities PAGE 3-15

3.7 Newspaper Activities PAGE 3-19

3.8 Playing Card Activities PAGE 3-22

3.9 Flashcard Activities PAGE 3-25

3.10 Vocabulary Activities PAGE 3-27

4 More Literacy Activities PAGE 4-0

More activities for learners and tutors

4.1 Introduction PAGE 4-1

4.2 Reading Activities PAGE 4-2

4.3 Writing Activities PAGE 4-13

4.4 Numeracy Activities PAGE 4-26

4.5 Currency Activities PAGE 4-30

4.6 Phonics Activities PAGE 4-33

4.7 Other Activities PAGE 4-40

5 Conclusion PAGE 5-0

Summing it all up

5.1 Overview PAGE 5-1

5.2 Quotes for Tutors PAGE 5-2

5.3 Literacy Laughs PAGE 5-7

5.3 Evaluation Form PAGE 5-10

6 **Acknowledgements** PAGE 6-0

Extending gratitude and appreciation

6.1 Introduction PAGE 6-1

6.2 Project Funding PAGE 6-2

6.3 Accountability Team PAGE 6-4

6.4 Demonstration Sites PAGE 6-5

6.5 Issues Workshop PAGE 6-6

6.6 Regional Workshops PAGE 6-8

6.7 Reproduction Permissions PAGE 6-12

6.8 Others PAGE 6-13

7 Readings PAGE 7-0

Words from the field

7.1 Introduction PAGE 7-1

7.2 Parkland Society Adult Literacy Program a Great Success! PAGE 7-2

7.3 New Literacy Program is a Joint Program PAGE 7-7

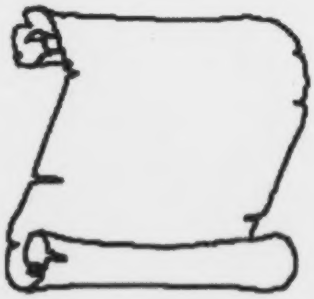
7.4 Keys to Success: Literacy for Persons with Developmental Disabilities PAGE 7-10

7.5 Literacy Enhancement: The Bridge to Community Access – National Literacy Secretariat Grant 2000-2001 PAGE 7-16

7.6 The *Way to Work* Program Offers Post-Secondary Opportunities PAGE 7-18

7.7 Is It Cold Enough For You? PAGE 7-22

7.8 Opening of Cypress Hills Ability Centre Library PAGE 7-25



8 Bibliography

Bibliography PAGE 8-0

Sources for further information

8.1 Introduction PAGE 8-1

8.2 Printed Materials PAGE 8-2

8.3 Articles PAGE 8-6

8.4 Online Documents PAGE 8-16

8.5 Web Sites PAGE 8-21

8.6 News Groups PAGE 8-26

8.7 Software PAGE 8-27

8.8 Publishers PAGE 8-31

8.9 Other PAGE 8-36

9 Readings By and For Learners

PAGE 9-0

Self expression by learners

9.1 Introduction PAGE 9-1

9.2 Floor Hockey PAGE 9-2

9.3 Workshop PAGE 9-3

9.4 The House is Fixed PAGE 9-3

9.5 My Name is... PAGE 9-4

9.6 The Package Mill PAGE 9-5

9.7 Mervin's Journal PAGE 9-6

9.8 Volunteering PAGE 9-7

9.9 Tony's Story PAGE 9-8

9.10 I Rescue Animals PAGE 9-9

9.11 Christmas Holidays PAGE 9-10

9.12 A Special Birthday Party PAGE 9-11

9.13 Donnie PAGE 9-12

9.14 A Special Parade PAGE 9-13

9.15 Donald's Morning PAGE 9-14
9.16 Donald... PAGE 9-15
9.17 My Cat Tiger PAGE 9-16
9.18 Donna's Christmas 2000 PAGE 9-17
9.19 Mothers PAGE 9-18
9.20 Justin PAGE 9-19
9.21 About Me PAGE 9-19
9.22 Open Doors PAGE 9-20
9.23 In John's Own Words PAGE 9-21
9.24 I Love Myself PAGE 9-22
9.25 My Sister Will Sing PAGE 9-23
9.26 My God PAGE 9-23
9.27 Love Is PAGE 9-24
9.28 One Day I Went Fishing... PAGE 9-25
9.29 One Cool Fall Day PAGE 9-26
9.30 SARCAN PAGE 9-27
9.31 Summer Plans PAGE 9-28
9.32 Our Farm PAGE 9-29

9.33 Someday PAGE 9-30
9.34 Dreams PAGE 9-31
9.35 Lorelei's Thanksgiving PAGE 9-32
9.36 My Niece's Wedding PAGE 9-33
9.37 Writing Samples PAGE 9-34

10 Literacy Activity Master Sheets PAGE 10-0

Tables, templates and more!

10.1 Introduction PAGE 10-1
10.2 Tracing Sheets PAGE 10-2
10.3 Flashcard Masters PAGE 10-13
10.4 Keypads PAGE 10-36
10.5 Charts PAGE 10-40
10.6 Puzzles PAGE 10-53
10.7 Scripts PAGE 10-59
10.8 Worksheets PAGE 10-62

Section 1
Introduction

1.1 Preface PAGE 1-1

1.2 SARC and Literacy PAGE 1-2

1.3 Definitions PAGE 1-8

1.4 Learner Profiles PAGE 1-13

1.5 How to Use this *Handbook* PAGE 1-21

Section 1
Introduction

1.1 Preface

The Saskatchewan Association of Rehabilitation Centres (SARC) developed the *SARC Literacy Activity Handbook* to be a useful resource for people working with adults with intellectual / developmental disabilities. This may be volunteer tutors working one-on-one with learners through mainstream literacy programs, or disability practitioners delivering programs in group homes, rehabilitation centres, sheltered workshops, day programs and so on.

This *Handbook* is the product of extensive research of the literature, discussion and exchange with literacy experts, practitioners, and some learners, and input from agencies delivering literacy programming.

Whenever possible, the words of learners and experienced practitioners are used in this *Handbook*.

There are eight sections in the *SARC Literacy Activities Handbook*. Each section is summarized at its beginning.

This *Handbook* is produced in a three-ring binder format so that the tabbed sections can be resorted, added to, or removed, as needed.

This Introduction section features information on:

- The overall literacy strategy of the Saskatchewan Association of Rehabilitation Centres (SARC);
- Appropriate definitions of intellectual / developmental disabilities and of literacy;
- Making the best use of the *SARC Literacy Activities Handbook*.

1.2 SARC and Literacy

In early 1998, SARC developed a three-phase strategy to attempt to address the literacy needs of people with intellectual / developmental disabilities in Saskatchewan. Three projects have been developed as part of the strategy: the SARC Literacy Needs Project, the SARC *Support Inclusion!* Literacy Project, and the SARC Literacy Training & Support Project.

Primary funding for these projects came from the National Literacy Secretariat (NLS), demonstrating its commitment to assist community organizations whose programs serve people having lower literacy skills. Supplementary funding was received from the Saskatchewan Literacy Foundation (SLF), the primary literacy fundraiser in this province.

The SARC Literacy Needs Project

This project ran from October 1998 to July 1999. SARC initiated the project to assess and begin to address literacy needs of people with intellectual / developmental (and other) disabilities, the population primarily served by its Member and Associate Member agencies.

The main project objectives were to:

- Assess literacy needs;
- Identify existing barriers to literacy;
- Research and catalogue appropriate literacy materials and resources;
- Purchase appropriate literacy materials and resources for a modest *SARC / SARCAN Literacy Resource Centre* collection;
- Promote literacy opportunities for people with disabilities in Saskatchewan; and
- Hold literacy presentations to raise awareness and to exchange information (November 1998 and June 1999).

The Needs Assessment component for Saskatchewan was primarily based on surveys distributed to SARC Member and Associate Member agencies and SARCAN depots, as well as to branches of the Saskatchewan Association for Community Living. Over two hundred surveys were also distributed nationally to disability organizations, with the intention of obtaining leads on appropriate resource materials.

In November 1998, a workshop entitled "Literacy for Persons with Intellectual Disabilities" was held at the SARC Fall Conference. The invited speaker, Lee Tavares-Jakubec, is the Coordinator / Facilitator of the Agassiz Independent Learning Centre (Beausejour, MB) and the Springfield Literacy Project (Dugald, MB). She led a very informative session.

In June 1999, another literacy presentation was held at the SARC Annual General Meeting and Conference. The program called "Painting with All the Colours of the Rainbow" featured speakers addressing the topics of The Spirit, The Mind, and The Body. The panel discussion for the topic of The Mind focused on the role of literacy in the lives of individuals with intellectual or developmental disabilities. The panelists were Richard Lockert, SARC Resource Developer, Sandra Busch, a self-advocate / learner from Manitoba, and Lee Tavares-Jakubec.

Several of SARC Member and Associate Member agencies have been borrowing and using some of the sample materials purchased for SARC's collection.

This project also included the development of a resource catalogue called "Inclusive Literacy: Annotated Listing of Resources Appropriate for Learners with Intellectual / Developmental Challenges."

The SARC Support Inclusion! Literacy Project

This project ran from September 1999 to July 2000. The goal of the SARC *Support Inclusion!* Literacy Project was to develop and test tutor training resources and strategies that have the potential to increase literacy-building opportunities for people with intellectual / developmental disabilities in Saskatchewan. The project made use of research from the *SARC Literacy Needs Project*.

The main project activities were to:

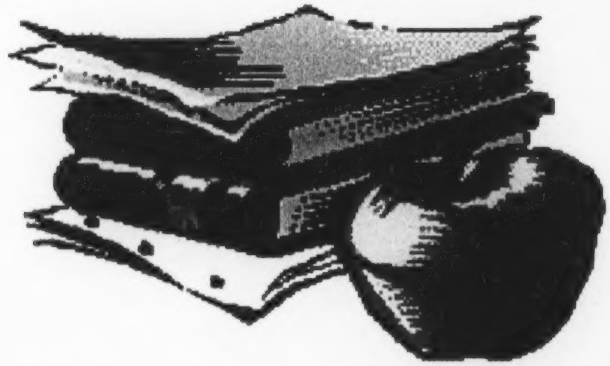
- Increase awareness of literacy for people with intellectual / developmental disabilities in Saskatchewan;
- Produce and pilot test a *SARC Supplementary Tutor Handbook*;
- Distribute Resource Packages to literacy programs across Saskatchewan to assist them in becoming more inclusive;
- Develop and pilot test a Supported Literacy Training Delivery Model;
- Establish an informal Consultation Network of literacy experts to provide input into the development of materials;
- Offer in-service training sessions to both Regina Public Library and READ Saskatoon tutors and literacy staff; and
- Hold a presentation on the topic of literacy for people with intellectual / developmental disabilities at the 2000 SARC AGM and Conference.

These resource materials were very valuable in the ongoing production of the *SARC Supplementary Tutor Handbook*, the main product of this project. Input received from pilot sites and a Consultation Network proved extremely valuable, as well.

Resource Packages were distributed to Saskatchewan literacy practitioners in October 1999. These materials were designed to assist programs to better meet the literacy needs of the project's target learner population.

The first in-service training session for tutors was completed in Regina in January 2000. The second was held in Saskatoon in March 2000. These sessions were valuable opportunities to receive input and to share information.

In a literacy session held on June 2 at the 2000 SARC Annual General Meeting and Conference, Cindy Crichton of Olds, Alberta spoke about her experiences in the rehabilitation and literacy fields, particularly her success with Reader's Theatre. Her talk was included in the *SARC Supplementary Tutor Handbook*.



> "If we believe that literacy is a fundamental right and that everyone has the potential to learn, then the needs of developmentally-challenged learners can no longer be ignored. They must be addressed. It is estimated that up to 50 per cent of all developmentally-challenged adults require literacy upgrading."
>
> **Catherine Janossy**
> ***A Needs Survey & Program Description: Program Delivery for the Developmentally Challenged Adult in Grey, Bruce and The Georgina Triangle.***
> **Walkerton, ON: The Walkerton & District Literacy Council, p. 20.**

The SARC Literacy Training & Support Project

The Saskatchewan Association of Rehabilitation Centres, through its completed *SARC Literacy Training & Support Project*, planned and held a day-long Issues Workshop on the topic of literacy for people with intellectual / developmental disabilities. SARC also developed and delivered a series of six Regional Workshops to assist tutors / instructors working with this learner population. Finally, SARC developed this *Handbook* to complement the *SARC Supplementary Tutor Handbook*. This project began in September 2000 and was completed in August 2001.

The main project activities were to:

- Increase awareness of the literacy needs of people with intellectual / developmental disabilities across Saskatchewan;
- Produce a *SARC Literacy Activities Handbook*;
- Organize and hold an Issues Workshop on literacy issues for people with intellectual / developmental disabilities, including a preliminary Discussion Paper and a post-event Summary Report;
- Develop and deliver Regional Workshops on effective teaching strategies and activities;
- Initiate agency Demonstration Sites, to become experts and consultants in the use of the *SARC Supplementary Tutor Handbook*;
- Distribute resource packages to literacy programs throughout Saskatchewan to assist them in becoming more inclusive;
- Hold a presentation on proposal writing and literacy funding sources at SARC's 2001 AGM and Conference.

The Issues Workshop, held on October 26, 2000 as part of the Saskatchewan Literacy Network's regular meetings, was an opportunity to bring together the literacy and disability communities. The goal of the event was to raise awareness of the issues connected to literacy for people with intellectual / developmental disabilities. Opportunities for the two groups to discuss concerns, possible solutions, and future cooperation were numerous.

Dr. Glenn Yates, the session facilitator, had conducted a similar event for the Tri-County Literacy Network in Ontario. To complement the Issues Workshop, a preliminary Discussion Paper and an after-the-fact Summary Paper were sent to attendees.

The Regional Workshops provided training to individuals and agencies that were interested in expanding literacy options available to adults with intellectual / developmental disabilities. The content of the Regional Workshops was based largely on the Issues Workshop, the *SARC Supplementary Tutor Handbook* and the *SARC Literacy Activities Handbook*.

The *SARC Literacy Activities Handbook*, the main written product of this project, encompassed all research completed in the first two projects.

Another package of appropriate learning / teaching materials were distributed to the major provincial literacy providers in Saskatchewan to assist them in becoming more inclusive.

The presentation at the SARC 2001 Annual General Meeting and Conference was yet another opportunity to share information with our membership. The focus was on proposal writing and literacy funding sources.

SARC applauds the efforts being made in both the literacy and disability communities to assist adults in building their literacy skills. It is hoped that SARC's literacy projects will ultimately assist current and future efforts.

1.3 Definitions

Professionals in the field and legislators have accepted the definitions below. Although detailed and somewhat technical, the definitions may help literacy tutors to better understand learners with intellectual / developmental disabilities, the target learner population for the *SARC Literacy Activities Handbook*.

Intellectual Disability

"An intellectual disability is an impaired ability to learn. It sometimes causes difficulty in coping with the demands of daily life. It is a condition which is usually present from birth, and it is not the same as mental or psychiatric illness."

Canadian Association for Community Living
http://www.cacl.ca/english/What.htm

"An intellectual disability, sometimes called a mental handicap, is a label. A person who has this label is someone who has impaired learning ability and may have difficulty adapting to some of the demands of daily life."

Saskatchewan Association for Community Living
"Questions and Answers" Fact Sheet

"People with an intellectual disability have an intellectual or perceptual impairment that means they master basic and social skills more slowly. Individuals with this impairment may require particular supports and resources in order to be included and participate fully in literacy programs. Some individuals may also have motor or sensory impairments that require accommodation."

The Roeher Institute
***Speaking of Equality: Making Literacy Programs Accessible to People with an Intellectual Disability – A Guide for Program Managers and Coordinators*.**
North York, ON: The Roeher Institute, 1995, pp. 5-7.

Intellectual disabilities can be divided into three "categories." Some cautious generalizations about learning can also be made.

Mild

➡ 88% of people with an intellectual disability (the vast majority) fall into this category.

People with a mild intellectual disability may just seem slower than the rest of their class in schoolwork and learning. They are able to take care of their personal needs and have the communication skills necessary for independent living or at least semi-independent living.

Moderate

➡ 7% of people with an intellectual disability fall into this category.

People with moderate intellectual disabilities may learn to tal k, to read and write a little, to travel independently and to manage their activities of daily living, given appropriate training, education and life experience.

Severe

➡ 4% of people with an intellectual disability fall into this category.

These individuals may learn to talk in simple sentences and may reach independence in dressing, eating and otherwise caring for their own physical needs. They may also learn to read a few words or symbols.

Source:
Ability Incorporated [http://www.ucaqld.com.au/ disability/id.html]

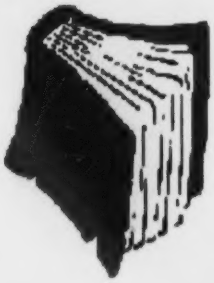
Developmental Disability

"The term developmental disability means a severe, chronic disability of an individual 5 years of age or older that:

1. is attributable to a mental or physical impairment or combination of mental and physical impairments;
2. is manifested before the individual attains age 22;
3. is likely to continue indefinitely;
4. results in substantial functional limitations in three or more of the following areas of major life activity: self-care, receptive and expressive language, learning, mobility, self-direction, capacity for independent living, and economic self-sufficiency; and
5. reflects the individual's need for a combination and sequence of special, interdisciplinary, or generic services, supports, or other assistance that is of lifelong or extended duration and is individually planned and coordinated,

except that such term, when applied to infants and young children means individuals from birth to age 5, inclusive, who have substantial developmental delay or specific congenital or acquired conditions with a high probability of resulting in developmental disabilities if services are not provided."

Developmental Disabilities Assistance Bill of Rights Act of 1994
American Association of University Affiliated Programs for Persons with Developmental Disabilities http://www.aauap.org/DD.HTM



"A developmental disability is a long-term condition that significantly delays or limits mental or physical development and substantially interferes with such life activities as self-care, communication, learning, decision-making, capacity for independent living, and mobility. It is usually diagnosed before a person reaches age 22."

Missouri Department of Mental Health
Division of Mental Retardation and Developmental Disabilities (MRDD)
http://www.modmh.state.mo.us/mrdd/mrddfacts.html

"Persons with developmental disabilities may experience slow intellectual development in areas such as learning, reasoning, and memory. Developmental disabilities are caused by conditions that hinder or interfere with the developing brain before, during, or shortly after birth, or in early childhood. In most cases, the precise cause of the disability cannot be identified, although there are clear linkages to maternal infections during pregnancy, the consumption of toxic substances by the pregnant mother, premature childbirth, infections during infancy, and genetic defects. Some developmental disabilities are visible, such as Down Syndrome, while others may not be obvious."

Treasury Board Secretariat
http://www.tbs-sct.gc.ca/Pubs_pol/hrpubs/TB_852/DEVELOP_e.html

Literacy

The Roeher Institute has put forth the following definition of literacy:

> "To be literate is to have status, respect and accommodation from others; to have skills in communication (verbal, written, sign, gestural or other language); and to have access to the information and technologies that make possible self-determined participation in the communication processes of one's communities and broader society."
>
> **Roeher Institute**
> ***Literacy, Disability and Communication: Making the Connection***
> **Toronto: L'Institut Roeher Institute, 1999, p. vii**

Literacy is about learning skills, but also about accommodating existing skills to make communication easier. These communication skills are a key to wider community participation.

> "Literacy is more than learning to read, write and spell proficiently. It is learning to enjoy words and stories when someone else is reading them. It is learning to love books and all the worlds that can be opened by books. It is a way of achieving social closeness through sharing literacy experiences with friends or classmates. It is finding out about the way things are in places we have never visited or in places that have never existed. If we understand that literacy is all of these things and more, we can also understand that everyone can achieve some degree of literacy if given opportunities and exposure.... The notions that children [and adults] are too physically, too cognitively or too communicatively disabled to benefit from experiences with written language are not supported by current emergent literacy research!"
>
> **Pat Miranda, Ph.D.**
> **Quoted in: Peggy A. Locke and Roxanne Butterfield,**
> **"Promoting Literacy for Individuals with Severe to Moderate Disabilities"**
> **(CSUN 1999 Conference Proceedings)**
> **http://www.dinf.org/csun_99/session0038.html**

A broad definition of literacy is appropriate when considering learners with intellectual / developmental disabilities.

1.4 Learner Profiles

This section profiles some learners with intellectual /developmental disabilities.

PROFILE #1

Brian expressed interest in improving his reading, spelling and writing skills. He is presently working at a sheltered workshop.

The ACL Literacy Support Person met with Brian to discuss the literacy programs available with regard to time, place, etc. Brian decided to attend the Aboriginal Literacy Program because he could go there at 4:00 p.m. right after work and it is in a convenient location.

Brian initially expressed some hesitation about going to the program. The support person encouraged Brian to go and also made all the arrangements with the program. Brian said he would give it a try just once and then decide. He went the first day, met the instructor and is now attending three times a week. The instructor has remarked that Brian would like to come more.

Brian is not happy in his home or his present work situation, a sheltered workshop. Brian feels that by improving his math and spelling skills he will eventually be able to improve both his home and work situation.

Profile quoted from:
A Proposal to Secretary of State to Establish Literacy Support Services for Individuals Who Live With a Mental Handicap – Phase # 2. Winnipeg, MB: Association for Community Living – Manitoba, June 22, 1992, p. 5-6.

PROFILE

#2

Karen is a single mother of a six year old boy. Karen was attending a program about how to talk to your children when she was referred to the Literacy Program. Initially Karen was very hesitant to attend the Literacy Program as she is uncomfortable in new environments.

Karen decided to give the program a try for a number of reasons. She has expressed the fact that she wants to be able to read to her son and she doesn't want her son to think she is a "dummy". Secondly, Karen is presently receiving U.I.C. benefits. She wants to get off U.I.C., get a job and be self-supporting.

Karen has stated that she is very comfortable with her instructor and what she is learning. She says her instructor treats her like an adult. Karen states that this program (she attends twice a week for about 1 1/2 hours) is "my entry into the real world". She is very concerned that funding will be cut and then what will she do? Karen says, "This program means alot to me. My son communicates with the world alot better than me". Karen is presently very concerned about her program's funding being cut, although this does not seem imminent. She is currently consulting with the ACL Literacy Support Person regarding the possibility of attending other literacy programs in the city. She is looking for a full-time program.

Profile quoted from:
A Proposal to Secretary of State to Establish Literacy Support Services for Individuals Who Live With a Mental Handicap - Phase #2. Winnipeg, MB: Association for Community Living - Manitoba, June 22, 1992, p. 5-6.

PROFILE

#3

Mary attends the Journey's Literacy Program. Initially it was very difficult to keep Mary focused on what was being taught. She was easily distracted and quite often remarked that she was tired of doing some particular task.

The ACL Literacy Project Support Person met with both Mary and her instructor to talk about her life and interests. It was determined that Mary has a real interest in Rock and Roll music and entertainers, Elvis Presley in particular. It was suggested that this be used as a teaching tool. In keeping with current adult education literacy philosophy, use a knowledge based, student-centred approach to education.

The instructor liaisoned with Mary's group home, following the ACL Literacy Support Person's suggestion and obtained some of Mary's Elvis Presley materials. Mary and her instructor picked out Mary's favourite songs and Mary is now able to read these titles and is making real progress in the reading area.

Another positive result of Mary attending a mainstream literacy program is that she is interacting socially and educationally with other adults. This student works in a sheltered workshop and lives in a group home. The opportunities for her to meet with non-mentally handicapped [people] is quite limited. Mary's instructor commented that one day during class another student brought food in to share with the whole group. The student with a mental handicap participated in this particular event in a completely routine casual manner. This … does not occur on a regular basis for Mary.

Profile quoted from:
A Proposal to Secretary of State to Establish Literacy Support Services for Individuals Who Live With a Mental Handicap – Phase #2. Winnipeg, MB: Association for Community Living – Manitoba, June 22, 1992, p. 6.

PROFILE

#4

Tom is a forty-year-old man employed in a non-union shop where he does repetitive spot welding. He is reliable and friendly, and well liked by his fellow workers. Tom can read and write, but at a very basic skill level. Tom lives in an apartment with two others who are also adults with developmental disabilities. Although all three are employed independently, they do have a support worker who visits the apartment two to three times per month.

When Tom is not working, he has interests which are more far-ranging. He is, for example, interested in hockey and has visited the Hockey Hall of Fame on numerous occasions. Although he has not yet carried out his wish, he would like to visit the Royal Ontario Museum and the Ontario Science Centre. Tom is also very interested in politics and the election process.

Tom attends a literacy program three evenings per week. After discussion with his literacy practitioner, Tom has decided that he has a number of very specific goals he would like to achieve. He finds, for example, that he ends up doing most of the household chores around the apartment. In addition, he would also like to create a weekly budget for food and share the cost with his roommates.

Tom is on light medication, and wants to keep his weight down, and be as physically fit as some of his hockey heroes. He needs to get an exercise chart from his doctor and be able to follow it.

Since Tom's brother plays in a hockey league, Tom tries to attend as many of the games as he can. When trips are out of town, Tom has a problem because he can't really understand the bus schedules and the costs of the trips. However, the end of the season game is to be held in Barrie, some thirty minutes from Toronto. Tom's goal is to find out when the bus to Barrie leaves, and what the cost of the trip will be.

Costs and planning are difficult tasks for Tom. Every two weeks he receives his wages but can't really read and understand his pay slip. His literacy skills will have to be improved since Tom wants to know exactly how much money he has to have to be able to plan for a party for the birthday of one of his friends. As part of the party festivities, he would also like to rent a video, but once again, he will have to have the skills to be able to select, pay for, and return the video without a penalty.

Signing his name has always been a problem, and therefore, when and how becomes a significant goal.

Tom knows that he can succeed in attaining his goals, and has already begun to make progress by organising and planning his literacy skills program together with his literacy practitioner.

Profile quoted from:
Kenneth N. Beck and Patricia Hatt. *Working with Learning Outcomes for Adults with Developmental Disabilities.* Toronto, ON: The Toronto District School Board, October 1999, pp. 65-66.

PROFILE

#5

In any conference, the liveliest talks tend to come after the formal presentations. During the *Beyond Words* conference, some of the brightest discussions were sparked by a young man who used to have terrible trouble simply speaking at all.

You can call Darren Crawford a success story in the adult literacy movement, but that carries a sense of completion. For Crawford, however, the struggle continues – not so much for himself, he says, as for the many he wants to help.

"We can make a difference for the world if people just let us help other people," he says.

Crawford, 26, has Fetal Alcohol Syndrome. For years he could neither read nor write. The change began when he became a student at Prospects Literacy Association, an Edmonton organization that teaches literacy and numeracy skills for adults, including adults with intellectual disabilities. A close working relationship with literacy instructor Susan Devins was the boost he needed.

At Prospects, he studies reading, writing and mathematics. "Susan is helping me one-on-one," he says. "Basically, she teaches me words that I can learn and can grasp, then that teaches me how to read and write better, and how to put words into sentences."

Those skills also help him in his job with Edmonton Recycling Society, an organization that is praised for both its ecological concerns and its support of workers that may be more difficult to employ. "We recycle bottles, cans, newspaper, and cardboard," he explains. "It's hard work, but we try to work as a team."

If not for Devins, he adds, he would probably never appear at such a conference. "She's proud of me, but she had to push me to motivate myself."

His main reason for appearing at *Beyond Words* was to talk about his own experiences with literacy and employment. Last year, Crawford and Angele Hubert, a fellow student at Prospects and a fellow worker at ERS, worked with Prospects on a book, *The Challenges of Literacy and Employment*.

In part, the book is about the authors themselves. In their own words, Crawford and Hubert talk about work, school, home and dreams. They also talk about the power of literacy – how difficult it can be to learn, yet how good it feels to be able to communicate more freely. As Crawford writes in the book, some of his plans may have to wait until he is more comfortable with the written word. "I need more time. I have to practice more."

Working closely with Devins has helped, especially when it comes to developing money skills. Games played with fake money are his favourite, he says. "If I learn more about money, I can become more independent."

Writing about himself was comfortable, he says. More important, it may encourage other people to be more understanding about people with disabilities. "Maybe it will get people to listen more."

By anyone's standards, he has come a long way. Originally he signed on with ERS as a way to fulfil hours of community service for past misdemeanours. By saving money and proceeding with the advice of ERS, he has bought a condominium by his won labours. He lives there with his girlfriend, Dianne; their cat, Dede; and several kittens. He and Dianne plan to marry in 1996. In his free time, he enjoys watching TV and movie videos, playing video games and having fun with the cats.

He has also travelled a fair stretch, thanks to his involvement in various Special Olympics. "We play soccer, floor hockey, stuff like that. We have a lot of fun. We go all over the place."

Yet Crawford is not content. He gets angry when he sees how poorly people with disabilities – "handicaps," in his words – can be treated. "People put them down. They don't think (people with disabilities) are good. People treat them like garbage." He warns that government funding for services may run short, or even stop altogether.

He worries that people with disabilities may buck beneath this strain. "I don't think they can deal with this much stress anymore," he says. "I've got a feeling some of these 'handicaps' are near, shall I say, a suicidal part of life. They don't care about no one. They don't care about themselves."

In order to help, Crawford wants to train to become a counsellor, so he can help people deal with their frustrations. "I want to build their confidence up. They can work things out. They don't have to get frustrated."

From there, he says, people have to learn how to work for themselves. "What we've really got to do is push people, motivate them to learn, and then they can go on."

"If they really want to learn, they have to get out to a literacy program, to have a tutor one-on-one. From there, they can read and write, and get a job they have no problem doing. That's how I learned. That's why I'm working out of ERS."

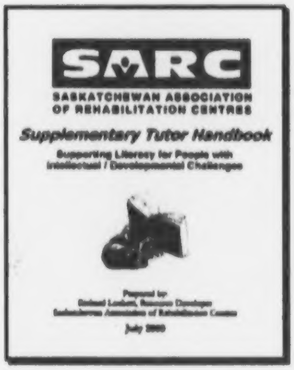
People must be patient. "It doesn't happen all in one night," he says. "It takes time. And time I have. I want to teach them I care."

Profile quoted from:
Randal McIlroy (Ed.). *Beyond Words: The Book.* Winnipeg, MB: Association for Community Living - Manitoba, 1995, pp. 27-28.

1.4 How to Use This *Handbook*

The *SARC Literacy Activities Handbook* is intended to be a companion volume to the *SARC Supplementary Tutor Handbook*, which includes the following Sections:

- ➡ **The Learners**
- ➡ **Advice to Tutors**
- ➡ **Assessment**
- ➡ **Literacy Activities**
- ➡ **Readings**
- ➡ **Bibliography**


SARC
SASKATCHEWAN ASSOCIATION OF REHABILITATION CENTRES
Supplementary Tutor Handbook
Supporting Literacy for People with Intellectual / Developmental Challenges
July 2000

We believe that it is important for the tutor to also become familiar with the *SARC Supplementary Tutor Handbook*. *The SARC Literacy Activities Handbook* expands upon and adds to the literacy activities outlined in the earlier volume. All the activities are intended to be appropriate for adult learners with intellectual disabilities.

- ➡ People using this resource are also encouraged to participate in formal tutor training whenever it is available. This *Handbook* is intended to be a guide only, presenting options and suggesting directions. Sources of additional information are also provided in abundance.
- ➡ Tutors should feel free to adapt the information in this *Handbook*, as necessary. The activities are generally recommended for learners with intellectual / developmental disabilities, but they may or may not work for an individual learner. The information should not be considered as a cookbook of fail-safe recipes. This *Handbook* is in Sections, allowing the user to pick and choose information that is important to her situation.

Although the tutor's task will probably never be an easy one, hopefully this volume will make things a little bit easier.

The *SARC Literacy Activity Handbook* is outlined in more detail in the pages to follow.

Section Descriptions:

The ten Sections of the *SARC Literacy Activities Handbook* are described below. Emphasis is on how the tutor can make the best use of each particular Section.

Section 1
Introduction

- This Section provides a description of the overall literacy strategy of the Saskatchewan Association of Rehabilitation Centres (SARC). This discussion can place the issue into a wider perspective for tutors. Tutors will be informed of other resources that have been developed by SARC, which may assist them in their work.
- The definitions provided in this Section will help literacy tutors judge whether the *SARC Literacy Activities Handbook* is a suitable resource for the learners they are partnering with.
- The learner profiles can provide tutors with more perspective on working with adult learners with intellectual / developmental disabilities.

Section 2
Some Instructional Strategies

- This Section outlines teaching approaches and perspectives that have been thought to be effective with learners with intellectual / developmental disabilities. Tutors will benefit from becoming familiar with them. Activity ideas are also included in the discussions.
- Some criteria for the tutor to consider when choosing an activity to try with a learner are included. Selecting the right activities for a particular learner is a key toward their achieving greater learning success.

- It is particularly important for tutors to understand learners' preferred learning styles when selecting the right mix of literacy activities. A further discussion of learning styles is included in this Section.
- Section 2 includes general advice to tutors assisting adult learners with intellectual / developmental disabilities. The advice comes from several different sources, and should be reviewed often.

Section 3

Some Literacy Activities

- This Section provides tutors with descriptions of several literacy activities that others have tried successfully with this learner population. The activities are ordered according to several different categories:

Puzzle Activities	Time Concept Activities	Flashcard Activities
Television Activities	Newspaper Activities	Vocabulary Activities
Photograph Activities	Playing Card Activities	

Section 4

More Literacy Activities

- This Section provides tutors with even more literacy activities. The many activities in this Section are also organized according to different categories, such as *Reading Activities*, *Drama Activities*, and so on.

Section 5
Conclusion

- This Section provides tutors with some quotes, quotations and "literacy laughs," that are meant to provide encouragement and strength. Tutors should read these motivating and amusing statements often.
- An evaluation form in this Section provides tutors the opportunity to provide comments and suggestions to improve the *SARC Literacy Activities Handbook*.

Section 6
Acknowledgements

- This Section acknowledges the many contributions made toward the creation of the *SARC Literacy Activities Handbook*, and toward the wider *SARC Literacy Training & Support Project*. Tutors should be heartened that there are others "out there" doing and supporting literacy work with learners with intellectual / developmental disabilities.

Section 7
Readings

- Section 7 includes six readings for tutors. Three readings describe activities that SARC agencies are undertaking in the literacy area. All of the articles are sources of ideas for agencies and programs. Much is being done!

Section 8
Bibliography

- This Section provides an extensive bibliography of information and resources on the topic of literacy for people with intellectual / developmental disabilities. The entries are organized according to the following categories:

Printed Materials	Web Sites	Publishers
Articles	News Groups	Other
Online Documents	Software	

- This bibliography is meant to provide tutors with further avenues for further research and ideas. It does not serve as a "works cited" listing. This bibliography supplements the one provided in the *SARC Supplemental Tutor Handbook*.

Section 9
Readings By And For Learners

- This Section includes thirty-five readings by literacy learners from four Canadian provinces. Some writers are from SARC agencies. Being written by learners, they may serve as appropriate readings for other learners. The readings can also be used as the basis of literacy activities, such as cloze exercises.
- The writing samples show tutors what they can expect to see.

Section 10
LiteracyActivity Master Sheets

➡ This Section provides reproducible activity sheets that the tutor can use with his or her learning partner. They are organized according to the following categories:

Tracing Sheets	Keypads	Puzzles
Flashcard Masters	Charts	Script
	Worksheets	

➡ Most activity sheets can be photocopied and used with learners almost immediately. The flashcards need to be photocopied, cut out, and then pasted on heavy paper or cardboard before they can be used as intended.

➡ The main text of either Section 3 or Section 4 describes how to use each activity master sheet.

Recognition is extended to all who contributed to the success of this *Handbook* and the wider *SARC Literacy Training & Support Project*.

Section 2
Some Instructional Strategies

2.1 Introduction PAGE 2-1

2.2 Teaching Approaches PAGE 2-2

2.3 Choosing Literacy Activities PAGE 2-34

2.4 Learning Styles PAGE 2-36

2.5 General Advice PAGE 2-39

Section 2
Some Instructional Strategies

2.1 Introduction

This section primarily discusses instructional strategies that are effective for use with adult learners labelled with intellectual / developmental disabilities.

The discussions provide background or philosophical bases for the literacy activities that comprise the majority of this *Handbook*.

Features

This section of the *SARC Literacy Activities Handbook* features:

- **Teaching Approaches:**
  Eleven relevant instructional topics.
- **Choosing Literacy Activities:**
  Some criteria to consider.
- **Learning Styles:**
  Discussion of four main learning styles.
- **General Advice:**
  Helpful advice for tutors from several sources.

2.2 Teaching Approaches

This section outlines several teaching approaches for tutors to consider when working with an adult learner with intellectual / developmental disabilities. While some approaches overlap, they are each discussed individually.

The teaching approaches discussed in this section are:

- Modeling
- Scaffolding
- Repetition
- Joint Construction
- Task Analysis
- Prompt System
- Functional Approaches
- Critical Literacy
- Computer Assisted
- Comprehension
- Motivation
- Literacy Moments

These teaching approaches have proven effective with this learner population, and provide the theoretical framework for specific literacy activities.

> "I think the most important thing I always tell people... is that it's not a magical thing, and you're not going to give tutors who are going to work with adults with developmental disabilities a magical tool such that they now know how to teach somebody with disabilities."
>
> **Lisa Marie Bossert**
> **Alberta Provincial Coordinator, Frontier College (Edmonton, AB)**

* * *

"Approaches to Consider"

Modeling

Tutors can provide instruction to learners by modeling a particular learning task. Here are some techniques that can be tried:

Role Playing: Learners can assume roles in real-life situations, which will help them to learn conversation skills and behaviours appropriate to the settings. Practicing telephone conversations is another role-playing idea.

Thinking Aloud: Tutors can model reading and comprehension strategies for learners by verbalizing each thought as they read. For example, the tutor can say, "This is a word I do not know. What can I do to help me work out the word? I can sound out the word."

Peer Tutoring: Learners can be placed with stronger peer tutors or learning partners, who will serve as literacy role models.

Reading Aloud: The tutor can read aloud, focusing on proper pronunciation and emphasis, while the learner follows along. They can also read at the same time, or take turns reading the same passage.

Adapted from:
Darren Crawford and Angele Hubert. *The Challenges of Literacy and Employment*. With *Facilitator's Notes* by Susan Devins and Maureen Sanders. Edmonton, AB: PROSPECTS Literacy Association, 1995.

Scaffolding

Very literally, "scaffolding" provides a learner with some support and security while they attempt to work on a literacy task, such as constructing a sentence. The use of scaffolds should be faded out over time, according to the learner's pace. There are four main types of scaffolds to use (alone or in combination) with learners,:

- **Written Scaffolds:** The tutor can employ worksheets that contain a set of partially complete sentences (or question sets) that the learner can respond to. Each worksheet could be on a specific topic, such as
  - Something that frightened me...
  - A dangerous animal is...
  - The best friends are ones who...
  - The way to be careful with strangers is...

Similarly, the learner could be presented with a set of "key words," and be asked to share her thoughts on the ideas generated from them.

Cloze exercises, where the learner fills in the blanks in a sentence using a word bank, is another scaffolding idea.

Also, the learner could fill in the first letter of similarly sounding words (that may be accompanied by pictures), such as *bat*, *cat*, and *hat*.

"Scaffolds = Support + Security"

- **Visual Scaffolds:** There are a number of visual scaffolds that can assist the learner to better comprehend a passage of text or to assist the learner to generate ideas. Photographs, cartoons, illustrations and other visual materials provide scaffolding for stories, poems, and so on. One idea is to use a sequence of photographs as the basis for composing a text. Guided questions can be a further way to scaffold the composition of a text based on photographs or illustrations.

- **Oral Scaffolds:** The tutor can ask the learner to complete a sentence or thought that the tutor begins orally. For example, the tutor can begin, "More than anything in the world, the thing I wish I could have is… ." Oral scaffolds assist the learner to generate ideas on a particular topic. Activities for written scaffolding easily can be adapted orally, which is particularly helpful for beginning or hesitant learners.

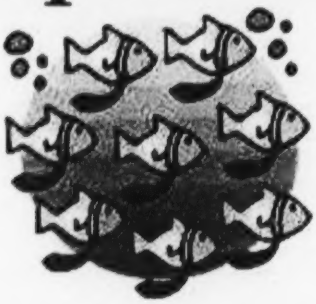
- **Decision-Making Scaffolds:** Ranking activities can be used to scaffold decision-making. Examples are ranking a list of movies according to how good they were or choosing places to eat according to overall cost or types of food preferred. Offering a set of choices can assist learners with intellectual / developmental disabilities to better exercise control over elements of their own lives.

Adapted from:

Gerard Girodano. *Literacy Programs for Adults with Developmental Disabilities.* San Diego, CA: Singular Publishing Group, Inc., 1996, pp. 145-156.

Karen B. Moni & Anne Jobling, "LATCH-ON: A Program to Develop Literacy in Young Adults with Down Syndrome," in *Journal of Adolescent and Adult Literacy,* Vol. 44, No. 2 (September 2000), p. 44.

Repetition



Adults with intellectual / developmental disabilities benefit from regular repetition to learn new literacy skills. These learners also can retain skills better if these skills are reinforced frequently.

Here are some techniques to keep in mind when tutoring:

Spiral Technique: Using the spiral technique, the tutor works with the learner on a topic in an introductory way. Later, the same topic is taught in greater depth. If taught in stages, with complexity increasing gradually, learners will be less intimidated.

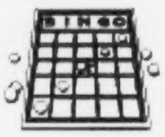
Computer Technique: Educational computer software easily allows learners to repeat lessons and activities until they are mastered. Using computers can encourage learners to repeat lessons, where otherwise they may become bored.

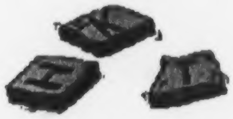
Warm-Up Technique: At the beginning of each lesson, the tutor reviews something that the learner has previously mastered. This will build the learner's confidence and momentum prior to working on something related or new.

Mixer Technique: When studying the same topic with the learner, it is a good idea to vary teaching approaches and activities. By mixing things up, you can appeal to different learning styles. In that way, you can reinforce learning.

Here is an example of using different activities to teach the same concept. According to the Educational Services Staff of the Vocational and Rehabilitation Research Institute (VRRI), you can use the following games to teach the alphabet letters:

- Alphabet Bingo
- Hangman
- Scrabble Junior
- Matching (Flashcards)
- Boggle
- Wheel of Fortune
- Go Fish (Flashcards)





"Practice + Variety"

"Review + Reinforce + Repeat"

Adapted from:
TESL-NB. *A Resource Guide for Educators of English Language Learners*. Educational Services Branch, New Brunswick Department of Education. Frederickton, NB: July 1996.
[http://www.nald.ca/province/nb/tesl/guide7.htm]

Joint Construction

The joint construction of texts by learners and tutors is an effective strategy. The strategy has several benefits:

- **Equality**: Meaningful text is created among equals in a learning partnership. The act of writing is shared.
- **Models**: Approaches to writing (planning, idea-generation, composing sentences and revising) are demonstrated by the tutor and witnessed by the learner. Each supports the other toward the same goal.
- **Appropriate Text**: The text is interesting and comprehensible for the learner, who has contributed to its construction and has shared personal experiences. Follow-up learning activities based on these texts will be more comprehensible for the learner.
- **Confidence**: The importance of the learner's ideas and contribution are reinforced, building learner confidence.
- **Success**: Learners with intellectual / developmental disabilities are able to complete writing tasks that they may not otherwise be able to do (or easily do) on their own. In some cases, generating ideas can be difficult on one's own. In other cases, difficulties with fine motor control may require the tutor to do writing.

Two examples of joint construction activities are:

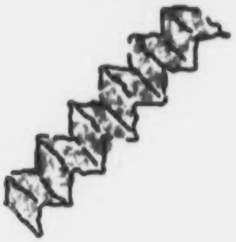
Language Experience Approach: In the Language Experience Approach, learners dictate their ideas to their tutors, who write them down. Learners' own language and experiences are used. Learners and tutors have a text upon which to base further instruction. Learners make connections between the spoken and written word. Through this approach, tutors are also better able to get to know the learners and their interests. For more on the Language Experience Approach, see the *SARC Supplementary Tutor Handbook*.

Written Conversation: In this activity, the tutor holds a written conversation with a learner. A single piece of paper can be passed back and forth for writing the script. What would normally be conveyed verbally is put in writing. The learner will have many ideas for responses, since everyday conversation is the model. Having the learner open and use an e-mail account is an effective way to extend this activity and to encourage further writing.

"Partners in Learning"

Adapted from:
Karen B. Moni & Anne Jobling, "LATCH-ON: A Program to Develop Literacy in Young Adults with Down Syndrome," in *Journal of Adolescent and Adult Literacy*, Vol. 44, No. 2 (September 2000), p. 47.

Task Analysis



Very simply, task analysis involves breaking down a task into smaller, more manageable steps for the learner. By employing task analysis, the tutor

- becomes aware of the instructional steps to reach a particular learning goal.
- has a convenient method to record the learner's progress toward reaching a particular learning goal. (The tutor can put the steps into checklist form in order to evaluate progress.)

Learners with intellectual / developmental disabilities can be intimidated by complex tasks, and so benefit when a tutor employs task analysis.

Task analysis is also similar to a literacy audit. A particular activity (such as banking) can be examined to determine which related tasks have a literacy component (such as filling out forms or writing cheques). Tutoring attention can then be devoted to those literacy tasks.

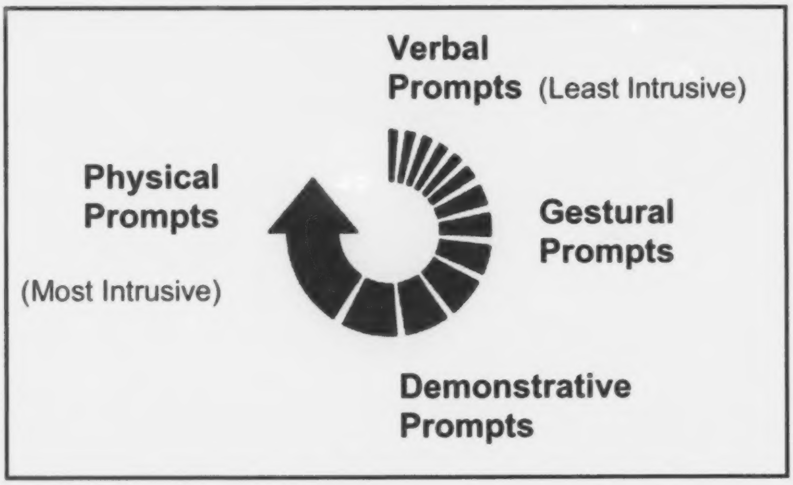
"Smaller Steps > Greater Success"

Adapted from:
Patty O'Haire, Pamela Phillips & Kathy Browers. *An Implementation Guide for Beyond the Classroom: Community-Based Instruction for Adults with Developmental Disabilities*. Largo, FL: Pinellas County Schools, pp. 19-20.

Prompt System

When offering instruction, it may be helpful for tutors to give prompts to learners with intellectual / developmental disabilities. If done properly, these prompts will allow the learner to proceed with the learning activity, while reducing feelings of frustration. We are not suggesting, however, that the tutor promote learner dependency. Prompts should only be used in such a way that the learner's independence, dignity and self-worth are bolstered.

The different methods of prompting, vary in terms of how "intrusive" they are. The least intrusive method (that still proves successful) is the best choice.


Verbal Prompts (Least Intrusive)
Gestural Prompts
Demonstrative Prompts
Physical Prompts
(Most Intrusive)

- **Verbal Prompts**: The instructor or tutor only offers the learner verbal directions.

- **Gestural Prompts:** The instructor or tutor provides directions through motions, cues, and gestures. Verbal prompts are also given at the same time.
- **Demonstrative Prompts:** The instructor or tutor provides directions by demonstrating a particular learning task for the learner. Verbal prompts are also given at the same time. When it is the learner's turn to perform the particular task, the tutor can observe the learner and offer additional supports as necessary.
- **Physical Prompts:** This is the most "intrusive" prompting method. The instructor or tutor physically (gently) guides the learner through the steps of a particular learning task. Verbal prompts are also given at the same time. As an example of a physical prompt, the tutor can place her hand on that of the learner, to assist in gripping a pencil or drawing a letter of the alphabet.

The amount or frequency of prompting should be reduced as quickly as appropriate, so that the learner can learn to accomplish literacy tasks independently. Intrusive methods of prompting should gradually be substituted with less intrusive methods. This is known as "fading."

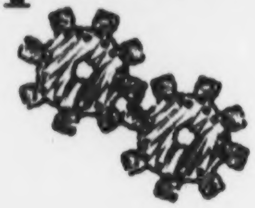
"More Intrusive ➤ Less Intrusive"

"More Frequent ➤ Less Frequent"

"Prompting ➤ No Prompting"

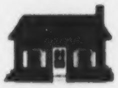
Adapted from:
Patty O'Haire, Pamela Phillips & Kathy Browers. An Implementation Guide for Beyond the Classroom: Community-Based Instruction for Adults with Developmental Disabilities. Largo, FL: Pinellas County Schools, pp. 20-22.

Functional Approaches



Functional approaches put emphasis on literacy skills that involve aspects of learners' everyday lives, such as:

- Employment
- Leisure Activities
- Community Involvement
- Home Life
- Health Care
- Relationships
- Self-Advocacy



When following a functional approach, it is very helpful to use authentic materials when tutoring. Some examples are:

- Signs
- Grooming Items
- Menus
- Medicine Labels
- Letters
- Catalogues
- Forms
- Recipes
- Bus Schedules
- Electronic Mail
- Package wrappers
- Newspapers
- TV Schedules
- Work Manuals
- Bills

The materials that are used to teach literacy skills should always reflect the contexts in which those literacy skills will be applied.

"Skills in Context"

- Using a variety of community-based sites as learning sites can be part of a functional approach.
- When following a functional approach, it is also very helpful to pursue authentic writing opportunities, such as reminder notes, letters requesting information, grocery lists, and so on.

As part of the *SARC Literacy Needs Project*, member agencies were asked to rank the importance of a listing of necessary functional skills. Here are the results:

1. Personal Hygiene
2. Self Esteem
3. Anger Management
4. Social Interaction
5. Friendships/Relationships
6. Decision Making
7. Fostering Independence
8. Sexuality
9. Aging
10. Stress Management
11. Leisure Activities
12. Using Money
13. Nutrition/Cooking
14. Living Independently
15. Dispute Resolution
16. Personal Finance/Budgets
17. Relations with Staff
18. Using Health Services
19. Time Management
20. Consumer Rights
21. Using Transportation
22. Citizenship/Voting
23. First Nations Content
24. Filling out Forms
25. Schedules
26. Caring for Children
27. Stop Smoking

Other Topics

"Community as Classroom"

Adapted from:
Gerard Girodano. *Literacy Programs for Adults with Developmental Disabilities.* San Diego, CA: Singular Publishing Group, Inc., 1996, pp. 145-156.

Critical Literacy

The idea behind critical literacy is that someone can develop and use reading and writing in order to change the world around them. They can become empowered through acquiring and using literacy for purposes of self-advocacy and social action. A fuller definition follows:

"Critical literacy presumes the acquisition of functional literacy skills and constitutes the acquisition, by marginalized individuals and groups, of the means to communicate their experiences and interests in public discourse. Accordingly, literacy programs designed to facilitate the development of critical literacy concentrate on the importance of literacy for persons that are either socially and/or economically marginalized in society. This approach argues that it is disadvantageousness that engenders poor literacy skills and that literacy is necessary to enable such communities of people to both challenge society and empower themselves. This approach argues that prevailing standards of literacy are culturally insensitive. Accordingly, this approach argues that literacy skills development should begin with, and seek to validate, the stories, meanings and experiences of those individuals and groups that have been excluded from genuine participation in society. Clearly, this approach provides for the most demonstrative link between literacy and human rights."

Aleem Lakhani

Aleem Lakhani, *Literacy and Disability: A New Relationship - Project Development Information (Part 2).* Prepared for Canadian Paraplegic Association, Neil Squire Foundation, Canadian Association for Community Living, Canadian Council for Rehabilitation and Work, Canadian National Institute for the Blind. Ottawa, ON: GAMMA RESEARCH GROUP, September 2, 1997.

Making the direct connection between developing literacy skills and achieving empowerment can be motivating and beneficial for learners with intellectual / developmental disabilities and their tutors.

The critical literacy approach can involve:

- valuing, validating, and recording the life stories and experiences (both positive and negative) of learners.
- learning about rights, citizenship, and fuller participation in society.
- advocating for changes in policies and practices through writing letters, speeches, awareness events, or possibly through participating with People First.

"Linking Literacy and Rights"

"I see writing as a support for me. I would like to write a story in the *Edmonton Journal.* It would be about the way handicapped people are treated so poorly. I would write it to open people's eyes. It would be explosive. The thing I would like to tell other people is, "Look at yourself before you look at others." I can't write that yet, though. I am not comfortable enough with my writing yet. I need more time. I have to practice more. Susan makes me practice more. She is good to me. She makes me feel that I belong here. We do reading, writing, and math together."

Darren Crawford

Darren Crawford and Angele Hubert, *The Challenges of Literacy and Employment,* including *Facilitator's* Notes by Susan Devins and Maureen Sanders. Edmonton, AB: PROSPECTS Adult Literacy Association, 1995.

Adapted from:
Roeher Institute. *The Right to Read and Write: A Straightforward Guide to Literacy and People with a Mental Handicap in Canadas.* Toronto, ON: Roeher Institute, 1990, pp. 12-13.

Computer Assisted

Given their unique learning needs, learners with intellectual / developmental disabilities can benefit from the addition of computer-assisted instruction. Attention should be paid to:

- **Skill Level**: Learners with lower literacy skills make the greatest gains with computer instruction, compared to other learners. Many software programs can be customized to support a learner's current skill level, advancing only when the learner is ready. Some software can offer word choices and automatic spell checking, which can facilitate the creation of written texts.
- **Attention Span**: The use of multimedia effects (colour, sounds, animation) can hold the user's attention and interest. This is particularly important with these learners, who often have short attention spans.
- **Need for Repetition**: Learners with intellectual / developmental disabilities require frequent repetition to learn new skills and regular review to retain those skills. Where an instructor alone could become bored or flustered, the computer will repeat tasks as many times as the learner desires.

"Learners + Tutors + Computers"

- **Self Esteem:** Learners using computers may experience improved confidence and self-esteem. Using computers is an important modern day skill, and learners gain added skills in keyboarding and mouse usage.
- **Other Needs:** With the computers, text can be enlarged to assist learners who have difficulties with their vision. Speech recognition software or touch screens can assist those with weak fine motor skills who are unable to type on a keyboard. Computers with an adaptive device such as a speech synthesiser would allow the non-verbal learner to "read" their compositions aloud.

Some advice:

- Computer-assisted learning should always be an addition to, instead of a substitute for, the instruction of a tutor or teacher.
- As much care should be taken when choosing appropriate software as when choosing appropriate reading materials. For example, software should be age appropriate, it should offer some challenges and it should teach skills that can be applied outside of the computer learning enviroment.

See the entry entitled "Parkland Society Adult Literacy Program a Great Success!" in the Readings section and the "Software" entry in the Bibliography section of this *Handbook*.

Adapted from:
Gerard Girodano. *Literacy Programs for Adults with Developmental Disabilities.* San Diego, CA: Singular Publishing Group, Inc., 1996, pp. 83 -103.

Karen B. Moni & Anne Jobling, "LATCH-ON: A Program to Develop Literacy in Young Adults with Down Syndrome," in *Journal of Adolescent and Adult Literacy*, Vol. 44, No. 2 (September 2000), p. 44.

Comprehension

Comprehension of what they read can be a particular problem area for learners with intellectual / developmental disabilities. Struggling with the mechanics of reading can make it difficult for a learner to understand the entire sentence or text. Tutors and learners must work together specifically and deliberately to build comprehension.

This section discusses:

- K-W-L Technique
- Directed Reading-Thinking Activity
- Fix-Up Strategies
- Mapping
- Questioning
- Other Advice

"Reading for Meaning"

> "The main area of need is to develop comprehension, specifically reading for meaning. In our experience, while many of the students are able to decode words and texts, they have great difficulty in recalling what they read, finding the main ideas, and reading new words in context."
>
> **Karen B. Moni & Anne Jobling**
> "LATCH-ON: A Program to Develop Literacy in Young Adults with Down Syndrome," in *Journal of Adolescent and Adult Literacy*, Vol. 44, No. 2 (September 2000), p. 43.

K-W-L Technique

The K-W-L technique builds a framework that can assist learners to derive meaning from new reading material. This technique can be effective for learners with lower skill levels, either individually or in group settings. It can also be used for almost any subject. It can be used for songs and videos, in addition to text.

The approach is summarized in the following chart:

K-W-L Chart

What we KNOW	**What we WANT to Learn**	**What we LEARNED**
➡ Brainstorm ideas about the topic. ➡ Record ideas in point form. ➡ Use a chart like this one.	➡ What questions do we have? ➡ What do we expect to learn?	➡ Was our knowledge correct? ➡ Were our questions answered? ➡ Did we learn what we expected to?
Pre-Reading	***Pre-Reading***	***Post-Reading***

Eventually, the learner may be able to adapt this strategy for independent reading.

"New Information + Prior Knowledge > Personal Meaning"

Adapted from:
Barbara J. Wynes & Beverley L. Zakaluk. *Book Bridges: A Family Literacy Program – Handbook for Instructors. Book 2: Reading*. Winnipeg, MB: Junior League of Winnipeg, 1997, p. 76.
[http://www.nald.ca/clr/bookbridges/book2/page76.htm]

Directed Reading-Thinking Activity

The Directed Reading-Thinking Activity (DRTA) is a technique to help learners build their comprehension skills. It has the following steps:

- Background Experience
- Exploring Vocabulary
- Reading the Passage
- Discussion of the Reading

Background Experience

The first step in the DRTA involves exploring what a passage of text may be about prior to reading it. Together, the learner and tutor can read and discuss:

- Main Title
- Headings or Subheadings
- Visual Aids (Maps, Charts, Graphs, Illustrations, Photographs)
- Highlighted Words (Italics, Boldface)
- Introductory / Concluding Paragraphs (or Summaries)

Once the topic is clearly established, the learner and tutor can discuss what they already know about it. The K-W-L chart could be used for this purpose. Where necessary, the tutor can fill in any necessary background information.

Exploring Vocabulary

Next, the tutor can introduce new vocabulary. This should be done in the context of the original sentence.

Reading the Passage

Next, depending on the skill level of the learner, she can read the passage of text. Otherwise, the tutor can read it, or it can be read together.

Discussion of the Reading

The reading can now be discussed. This step goes smoother if the tutor has prepared some likely discussion questions beforehand. Here are examples:

- Was the background information confirmed?
- Did you enjoy the passage?
- Who was your favourite character?
- What was the most interesting part?
- Was anything new learned?
- How could you use the information you learned?
- If you had to create a new ending, what would it be?

The questioning can be a useful check for comprehension. If necessary, you may want to re-read the passage again, while the discussion is fresh in the learner's mind.

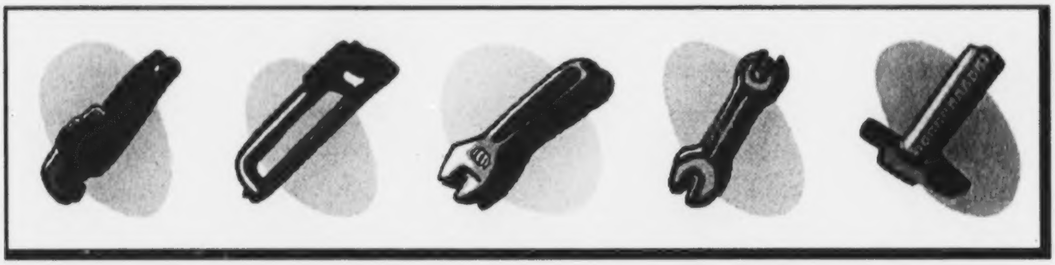
"Background + Vocabulary +Reading + Discussion > Comprehension"

Adapted from:
Kim Blevins, *The Companion to SARA W: An Exercise Workbook.* Regina, SK: The Neil Squire Foundation, 1999, pp. 1-2.
[http://www.neilsquire.ca/prod/cmpanion.htm]

Fix-Up Strategies

Some strategies to increase comprehension while reading are:

- Reading on to make better sense of the passage.
- Rereading the passage so it makes more sense.
- Looking for clues in the pictures, title, or headings.
- Asking oneself questions related to the passage.
- Putting ideas into one's own words while reading.
- Picturing the ideas while one reads.
- Relating ideas to one's personal experience.
- Asking another person for help in clarifying the passage.



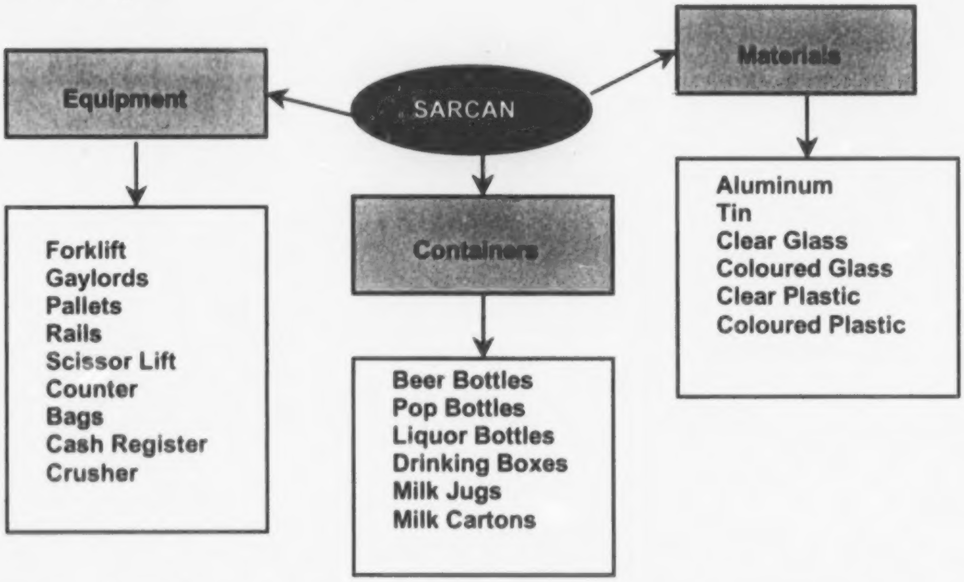
Tutors can help learners to embrace these techniques by modeling them while reading. The tutor can "think aloud" while reading a passage to a learner. For example, to relate a story to herself, the tutor can say: "My husband and I have a dog like Jasper. She barks at the mailman, but not at moths, like in this story. I picture my dog Bailey when the story describes the family's pet. I think the writer is trying to say that pets are a big responsibility."

Quoted from:
B. Davey & S.M. Porter, "Comprehension Rating: A Procedure to Assist Poor Comprehenders," in *Journal of Reading*, Vol. 26 (1982), pp. 192-202.

Mapping

Learners may better comprehend a passage of text if the main ideas are represented in pictorial or graphic form, either before or after reading. A visual form is given to thoughts.

Here is an example of a map for a brochure describing the operation of a SARCAN depot:


SARCAN
Equipment
Forklift
Gaylords
Pallets
Rails
Scissor Lift
Counter
Bags
Cash Register
Crusher
Containers
Beer Bottles
Pop Bottles
Liquor Bottles
Drinking Boxes
Milk Jugs
Milk Cartons
Materials
Aluminum
Tin
Clear Glass
Coloured Glass
Clear Plastic
Coloured Plastic

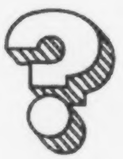
The main idea is placed in a circle in the center, and the main categories surround it. Appropriate lists of vocabulary are placed beneath each category. A long list of terms can be created first through brainstorming, and then mapped.

The chart describing the K-W-L technique on a previous page is another good example of displaying information visually.

Questioning

Appropriate and detailed questioning can reinforce what is being taught and be an important aid in building comprehension. Here is some advice:

- Open-ended, exploratory questions are more meaningful than questions that merely ask for an affirmative or negative response. For example, ask questions that start with *who, what, where, how,* or *describe.* Yes /no questions may only encourage the learner to guess.
- Ask for concrete information when asking questions.
- Effective questions are brief and use specific language.
- Take some time when giving or asking for information. Some "wait-time" is always helpful - as much as 5 to 10 seconds is not inappropriate.
- Avoid answering questions on behalf of your learner, or completing his or her sentences. Avoid answering your own questions.
- Avoid confusing questions about underlying reasons.
- If necessary, repeat questions more than once.
- If necessary, ask a question in a different way.
- To ensure that the question is understood, you can ask the learner to summarize or repeat the question prior to answering it.



"Reinforcing By Questioning"

- Be careful not to ask questions in a leading way, such that the respondent is guided toward a certain answer.
- Sometimes it is helpful to specifically structure the answer you are expecting. For example, you can ask for three things that are the colour blue that were mentioned in a story.
- Some learners will give an answer that they believe will be most pleasing to the questioner. Encourage learners to respond according to their own thoughts and feelings on a subject.
- Make it clear to the learner when a question can have more than one (or many) answers. This will alleviate fears that the learner may have about giving a "wrong" answer.
- Encourage learners to ask their own questions whenever they do not understand something. Be open to receiving and answering questions in a patient manner.
- Be prepared with questions ahead of time. If you are planning on reading a passage of text together, write down two or three questions to ask beforehand.
- It may be helpful to vary your questioning techniques with learners with lower abilities. This may require longer wait times, providing more clues / cues, or encouraging richer responses through additional questioning.
- For learners with shorter attention spans, it may be helpful to use the learner's name prior to asking the question itself. This "advance warning" may help them focus better on the question once it is asked.
- Always provide feedback on the responses learners provide.

Adapted from:
The Arc of the United States, *A Police Officer's Guide When in Contact with People Who Have Mental Retardation*, Arlington, TX
[http://thearc.org/ada/police.html]
Used with Permission

Hints on Effective Questioning Techniques (From: National Education Association / Illinois Education Association)
[http://www.student-wea.org/misc/question.htm]

Other Advice

- **Purpose for Reading:** Comprehension improves if learners have a purpose for reading a passage. They will be more interested, and will be able to relate the information to their own lives. For example, the tutor and learner can work together on reading a safety / usage manual for a tool that the learner will soon use in his workplace. Authentic materials such as medicine bottles, recipes, bus schedules, and television schedules may be more purposeful for learners.

> "I think this is the most important advice. I would argue you should never ask someone to read unless they have a purpose. It actually helps the learner know how to read; that is, what strategy to select. For example, if I say to read this to find out what happened in 1066, you would skim through to find the date and read that sentence. But if I said to read this to tell me the sequence of events, then you would read more carefully and note the different key words like first, second, etc."
>
> **Dr. Christa van Kraayenoord**
> **Director and Senior Lecturer, Schonell Special Education Research Centre**
> **The University of Queensland (Brisbane, Australia)**

- **Creating Pictures:** Comprehension can increase if the learner is able to "picture" what he or she is reading. It may be helpful to do this deliberately. Learners can actually draw scenes or characters from a story. Their own descriptions can be written below the pictures.

- **Predicting:** It can be helpful to divide a passage of text into logical segments. After reading one segment, the learner can be asked to predict what should come next. Learning to make predictions can help with reading comprehension.

- **Variety:** It is important to model and practice a number of comprehension strategies with learners, instead of only one. Some may be more effective for a particular learner than others. Comfort and skill in using comprehension strategies may be a longer-term goal for learners with intellectual / developmental disabilities.

Motivation

Supporting learners' motivation is an especially critical task for tutors of adults with intellectual / developmental disabilities.

Motivation can wane because of:

- **Impatience**: Learners can become impatient with their slower learning progress and become bored with the repetition and reinforcement of teaching.
- **Fear of Failure**: Learners may be fearful of failure, which perhaps stems from previous negative schooling experiences. Avoiding trying may be a safer alternative to possible failure.
- **Dependence**: Learners may not see a reason to develop their skills if parents and caregivers have always assisted them and made decisions for them.
- **Relevance**: Learners may lose motivation if they are unable to relate their literacy learning to their everyday lives. Benefits and usefulness may not be apparent beyond the classroom.

Motivation can be supported through:

- Setting Realistic Goals
- Making Learning Fun
- Building in Success
- Focusing on Learner Interests
- Making Learning Purposeful
- Being Enthusiastic, Committed, and Encouraging.

Discussion

- **Setting Realistic Goals:** Having their own goals to strive toward is important in keeping learners motivated. At the same time, these goals must be realistic and attainable.
- **Making Learning Fun:** Education can seem less like work when fun elements are incorporated. For example, in a class for developmentally challenged learners, a large, soft alphabet block could be tossed to the learner whose turn it was to answer.
- **Building in Success:** It is important that the learner does not become frustrated by lessons that are too difficult. It is also important that they are challenged, so they do not become bored. Learners should be provided with some choices, too.
- **Focusing on Learner Interests:** We all want to learn more about the things we are interested in. If a learner is a fan of NASCAR racing, lessons can be crafted around that theme. A biography of a favourite driver could be read, a fan letter could be written, racing vocabulary could be studied, and so on. As much as possible, learning should be self-directed.
- **Making Learning Purposeful:** Learning should have purpose, usefulness, be related to functional goals, as well as match learner interests. For example, it can be motivating to write a report or autobiography if it may appear in an agency or program newsletter.
- **Being Enthusiastic, Committed, and Encouraging:** The tutor is a role model for the learner, such that their enthusiasm and commitment to the learning partnership can become contagious. Tutors should be liberal with praise and encouragement.

"Enthusiasm + Encouragement"

Adapted from:
Karen B. Moni & Anne Jobling, "LATCH-ON: A Program to Develop Literacy in Young Adults with Down Syndrome," in *Journal of Adolescent and Adult Literacy*, Vol. 44, No. 2 (September 2000), p. 47.

Literacy Moments

At any time during the day, a spontaneous opportunity may arise to do literacy work with an adult with intellectual / developmental disabilities. For example, when walking down the street, the tutor can point out the spelling of a street sign. Otherwise, the learner may ask for assistance with a specific literacy task, such as reading a letter, and teaching can be connected to this.

These "Literacy Moments" can serve as an important reinforcement of more formal literacy instruction with which the learner may be engaged. Or, these opportunities may currently be the only literacy instruction the person is benefiting from. Either way, they can be positive learning experiences.

Disability service providers are engaged in literacy moments all the time, sometimes without even realizing it!

"Residential service providers would be able to supplement the work of the tutor. This wouldn't necessarily happen in a formalized manner but the service provider could give cues and reinforcers during the week.

For instance, if a lesson plan has been about social signs, like ENTRANCE/EXIT, the care provider could intermittently follow up in a natural way, whether during grocery shopping, at a movie or any typical activity."

Lori Riedmueller
Service Coordinator, Pulford Community Living Services (Winnipeg, MB)
April 20, 1993

"There is a need to train operators to look for literacy opportunities. We support this idea because we have been using the strategies listed below and we are finding that they work. We have an 85% success rate of training mentally handicapped individuals to live with minimum support in the community.

Methods we are using:

1. **Food Charts** - which include pictures of main courses, side dishes, vegetables, fruits, snacks and beverages with the word below each picture - to plan menus using sight vocabulary.
2. **Groceries** - lists - using small pictures beside each item so the list can be compared to the menu and food charts.
3. **Picture Recipes** - in simple to follow steps with the words under each picture.
4. **Microwave Chart** - with pictures of food items and time/temp beside each item.
5. **Personal Shopping List** - using picture cards for everyday personal needs with the word for the picture underneath.
6. **Pictorial Cash Sheets** - for recording income/expenses and for planning monthly budgets.
7. **Flash Cards** - to teach Survival Words and Hazardous Products.
8. **Symbols for Laundry** - to teach water temp, use of machine, care of clothing."

Sherri Wallace & Jean Alexander
Program Coordinators
Touchwood Park Association for the Mentally Handicapped (Neepawa, MB)
April 2, 1993

"Embracing Literacy Opportunities"

Some Advice:

- Tutors should reflect on their everyday interactions with learners, and consider where literacy-building opportunities exist.
- Adults with intellectual / developmental disabilities benefit from learning in smaller chunks. The "Literacy Moments" approach, therefore, has a place for these learners.
- When possible, the tutor should incorporate teaching, instead of doing the literacy task on behalf of the learner. The learner's independence should always be reinforced.
- The tutor should consider which skills the learner would need in order to complete the task on his or her own. Then the tutor can look for opportunities to teach or reinforce those skills.
- Engaging in "Literacy Moments" with a support staff-person or family member may be welcome reinforcement to learners with intellectual / developmental disabilities who are already engaged in formal, longer-term literacy programs. Other "potential learners" may develop an interest in adult education opportunities through engaging in "Literacy Moments."

Adapted from:
Betsy Trumpener, *Gimme Shelter! A Resource for Literacy and Homelessness Work.* The Literacy and Homelessness Project. Toronto: St. Christopher House Adult Literacy Program Publications, 1997.
[http://www.nald.ca/clr/homeless/section3/page9.htm]

"There are different techniques that can be used in teaching new skills. These include modeling, guiding, prompting and shaping.

Modeling is demonstrating the skill or task the teacher wants the student to learn while the student observes.

Guiding entails physically moving the student through the task he or she is to learn. It could mean actually moving the student's hands or entire body to a new station. This is a good technique to use when a student is first learning a new task.

Prompting encourages the correct response from the student using minimal physical assistance. Prompting can be a verbal reminder such as, "What did you forget?" or a physical cue such as pointing to something or in a certain direction. It is a reminder to the student of what is expected. It is not performing the task or providing answers to questions.

Shaping starts with an initial behavior or skill and works towards a terminal, or desired behavior. The steps that are learned are like the desired behavior, but have some differences. The steps are approximate to, or approaching, the skill you want the student to learn. Another name for this is successive approximations. An example of shaping as a method of teaching a new skill is reinforcing a student for putting clothes in a pile, when the desired behavior is to have him or her put clothes in the laundry bin. By reinforcing the student as he or she places the pile closer and closer to the bin in successive attempts, shaping is taking place. The intended outcome is to finally get the student to place the pile of clothes into the bin."

Kathleen Donohue & Patricia O'Haire
***The Parent as Teacher: A Practical Guide for Parents of Developmentally Disabled Adults*. Boca Raton, FL: Florida Adult and Comuunity Education Network (ACENET), 1991.**

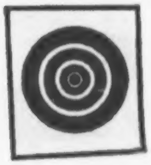
"Modeling, Guiding, Prompting, and Shaping"

2.3 Choosing Literacy Activities

When selecting a literacy activity to try with a learner with an intellectual / developmental disability, the following criteria should be considered:

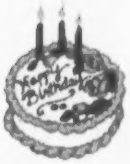
- ☑ Learner Needs / Goals
- ☑ Learner Interests
- ☑ Age Appropriate
- ☑ Current Skill Level
- ☑ Setting / Time Required
- ☑ Proven Successful
- ☑ Literacy Skills
- ☑ Learning Styles

Discussion:



Learner Needs / Goals: A learner-centred approach will work best. Activities should focus on teaching skills in keeping with the learner's own learning goals. For example, if the learner would like to improve her banking skills, you can work together on filling out deposit slips and writing cheques.

Learner Interests: Literacy activities should centre on the interests and life experiences of learners. Interest and relevance will keep learners motivated.



Age Appropriate: Whenever a literacy activity is tried, it should be adult-focused. Reading materials should be at lower skill levels, but still be meant for adults. English as a Second Language materials or language experience stories can be used successfully.

Current Skill Level: Literacy activities should mirror the skill level of the learner. The activities must be challenging, yet not too difficult (to prevent boredom and frustration).

"Individual Needs › Modified Instruction › Successful Learning"

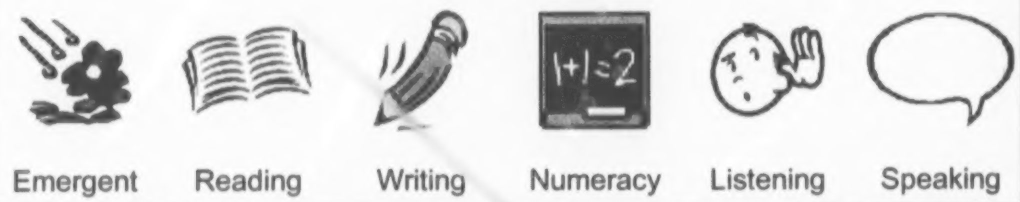
Setting / Time Required: As with all learners, adults with intellectual / developmental disabilities may learn better in certain environments. Some may require quiet, while others respond well to music. Some may prefer a male to a female tutor. Activities should never be too long, as attention can wane. It is best to teach in smaller blocks more often.

Proven Successful: Certain literacy activities have been shown to be promising for this learner population, and are worth trying. We have included such activities in this *Handbook*. Similarly, if a learner responds well to a literacy activity, it should be repeated (perhaps with modifications).

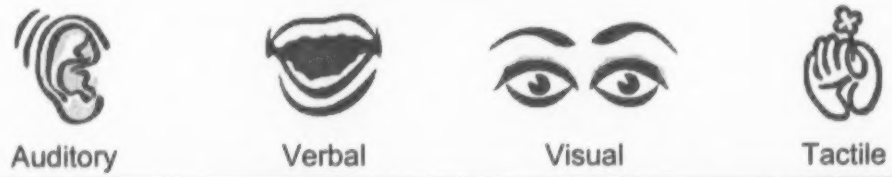
Literacy Skills: Certain literacy skills can be emphasized, depending on the activities that learners and tutors choose. It can be helpful to vary activities, so that different skills are developed.

Learning Styles: All learners have favoured learning styles, and literacy activities can be chosen to emphasize one or more styles. See the next section for more on learning styles.

Literacy Skills



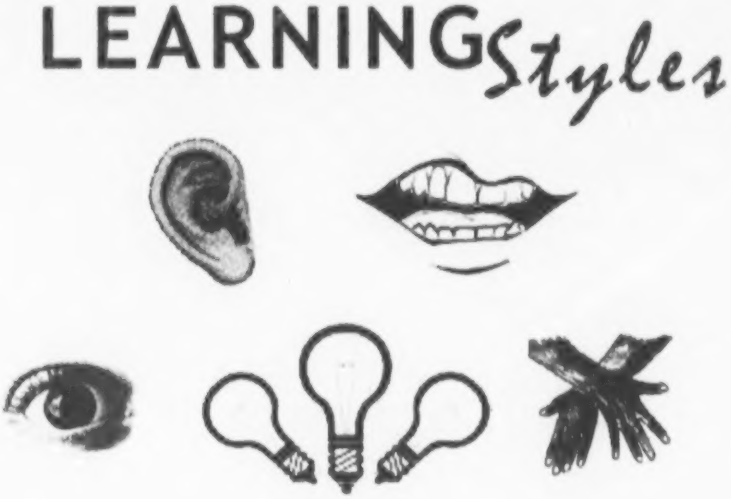
Learning Styles



2.4 Learning Styles

People with intellectual / developmental disabilities experience slower development in terms of learning, reasoning, and memory. They often master basic and social skills more slowly, and may require particular supports and resources to participate more fully in literacy instruction.

Like all learners, these adults may learn things (take in information) better by hearing them spoken, seeing them, or repeating them aloud. When working with these learners, it is crucial to consider their different learning styles. Knowing how individuals learn best is valuable information for a literacy tutor, who then can teach in favour of those styles.



You can learn a lot about a learner's preferred learning styles by watching and listening. Your experience with the learner and discussions with the learner can be revealing. You can experiment by teaching a concept focusing on two different styles to see if the learner performs better through one method compared to the other. Formal tests or checklists that are meant to determine the dominant learning styles may be less welcome by these learners, who may have had negative schooling experiences. As such, the results may be less revealing than hoped. Take sufficient time and observe carefully to identify the learners' strengths.

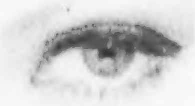
The different senses / learning strengths are briefly explained below:

Auditory

- These activities involve listening skills, or use rhythm or music.
- Information is received best through the ears.
- These learners enjoy oral discussions with their tutors and others. Oral explanations are comprehended the best.

Verbal

- These activities involve speaking, conversation or reading aloud.
- Information is processed best orally.
- These learners may study by repeating things aloud. They may "talk through" the tasks they are performing.



Visual

- These activities involve text, letters and other symbols or use spatial relationships.
- Information is received best with the eyes.
- These learners are good at remembering visual details, and may follow along when someone else is reading aloud. Seeing what is to be learned is best. Written or demonstrated instructions are grasped somewhat more easily. Body language / facial expressions convey significant meaning.

Tactile

- These activities use touch and/or motion.
- Information is best received through touch, physical contact, or body movement.
- These learners prefer hands-on, activity-based learning. They may learn by writing things over and over again. They may also be restless in the class or other "confined" learning environments.

Some general considerations:

- Always try to make learning concrete by relating it to familiar events or practical skills. Have the learner do things and handle things. Try exercises which use the hands.
- Long explanations, even for the auditory learner, should be avoided, due to shorter attention spans. Frequent repetition and breaking explanations into parts are advisable. Fully utilizing your voice, eyes, and facial expressions can help make meanings and intentions more clear for these learners.
- Utilizing computers in your teaching can be effective, as multimedia effects, sounds and images can stimulate the learning. Using a mouse and keyboard allows for a tactile involvement to taking in information.
- Modeling (demonstrating tasks step-by-step) can be an effective instructional strategy for learners with intellectual / developmental disabilities, one that can utilize visual and tactile learning.
- Because these learners often have shorter attention spans and retention abilities, repetition and reinforcement are crucial. It is therefore advisable to present the same idea in a variety of interesting ways. There is a need to emphasise many intelligences or senses in learning activities.
- Sometimes learners with intellectual / developmental disabilities may also have a motor or sensory impairment that can reduce the effectiveness of a particular learning style, such as a hearing impairment. Emphasising other learning styles may compensate somewhat for these difficulties.

> "We know where we're going, we know there are a number of roads to get there and we know the student is going to tell us when we find the right road. We only have one challenge left – and that's for the two of us to explore each road."
>
> **Shirley Hollingshead**
> **Walkerton & District Literacy Council. *On the Road Back* (Video). Walkerton, ON: Walkerton & District Literacy Council / Saugeen Telecable, 1995.**

2.5 General Advice

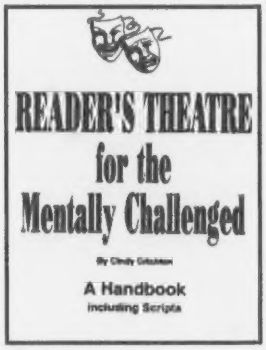
This section provides some general advice to tutors assisting adults with intellectual / developmental disabilities. The information comes from several different sources:

- a handbook on Reader's Theatre
- an online tutorial by a professor in the Department of Curriculum and Instruction at Arkansas Tech University,
- a fact sheet produced by the National Information Centre for Children and Youth with Disabilities (NICHCY),
- an "open letter" to parents of children with Down syndrome,
- an interview with a literacy instructor,
- a workplace literacy guide for employees with intellectual disabilities, and
- a guide for parents of developmentally disabled adults.

* * *

Here is some "general information regarding the mentally challenged student" from *Reader's Theatre for the Mentally Challenged*:

- Some students may have speech impediments. It is difficult to learn phonics if an individual has difficulties pronouncing specific sounds. This may cause the student to learn verbal tasks at a slower rate. Tongue twisters may help with pronunciation and voice projection.
- Some students think in a "me" sense of the world. The student may have difficulties comprehending ideas or situations that he / she may not have experienced in his / her life. These students may learn better with concrete rather than abstract ideas. Comprehension is better when an individual can identify with what is being discussed.

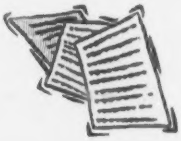


READER'S THEATRE
for the
Mentally Challenged

A Handbook
Including Scripts

- When introducing new materials, some students may require longer times on task. The student may have a short attention span and be easily distracted. It is important to break the task (script) into smaller units or parts for the student. Things like pre-reading, sequencing and new word definitions are strategies to help the student stay on task.
- Some students have developed coping methods and / or strategies when reading. This may give the student a 'rigidity' to learning and he / she may resist any change to his / her learning strategies. It is important to use and instruct the student to use the same strategies each time the student is reading. All students require a systematic teaching concept.
- Everyone requires built-in successes. Start at a level at which the learner is comfortable, and then work towards advancing his / her skills. This will avoid unnecessary frustrations for both the instructor and the student.

Quoted from:
Cindy Crichton, *Reader's Theatre for the Mentally Challenged.* Olds, AB: Project Read Soon (The Mountain View Society of Alberta), 1997, p. 3.
Reproduced with permission.



"We can say with certainty that there is a need for continuing education for the developmentally challenged adult. Clients currently being served represent only a small portion of those needing service. Several agencies would like to have this type of education available for their clients. And there are other adults in this largely rural area who are not listed with community living groups and who could benefit from this service."

Catherine Janossy
A Needs Survey & Program Description: Program Delivery for the Developmentally Challenged Adult in Grey, Bruce and The Georgina Triangle. **Walkerton, ON: The Walkerton & District Literacy Council, p. 4.**

Some suggestions on instructing learners with intellectual / developmental disabilities from Dr. Sid Womack of Arkansas Tech University are:

- Keep the learning environment uncomplicated – do not overwhelm the learners with choices.
- Before moving on to something more complicated, ensure that the learner has mastered the present lesson.
- When the learner does something correct, be generous with your praise.
- When correcting the learner, always do so privately.
- Since memory retention can be a problem, test and re-test every day. A learner who may have known something well yesterday, may have forgotten it today.
- Give learners one thing at a time to learn.
- Some topics, such as algebraic formulas, complex sentence structures, complicated pieces of music and involved bookkeeping procedures, are poor candidates for inclusion in an appropriate curriculum.
- To ensure success, avoid giving the learner activities that are not developmentally appropriate for their mental age.
- As for all learners, good lesson design is important when working with learners with intellectual / developmental disabilities. Good lesson design incorporates learning goals for each activity.
- Modelling the behaviour or expected finished product can be helpful.
- Severely limit the amount of input you provide before repeating yourself to the learner, since short lessons are good lessons.

Adapted from:
Dr. Sid Womack, *Mental Retardation 9/29/99* (Online Lesson)
Department of Curriculum and Instruction, Arkansas Tech University
[http://education.atu.edu/people/swomack/MR/index.htm]

Here is some advice on teaching persons with mental retardation, courtesy of the National Information Center for Children and Youth with Disabilities (NICHCY).

It is important to:

- Use concrete materials that are interesting, age-appropriate, and relevant to learners.
- Present information and instructions to learners in small, sequential steps and review each step frequently.
- Provide learners with prompt and consistent feedback.
- Teach these learners, whenever possible, in the same learning environments they would attend if they did not have mental retardation.
- Teach tasks or skills that learners will use frequently in such a way that learners can apply the tasks or skills in settings outside of the learning environment.
- Remember that the tasks many people learn without instruction may need to be structured, or broken down into small steps or segments, with each step being carefully taught.

Adapted from:
General Information about MENTAL RETARDATION. Fact Sheet Number 8 (FS8). Washington, D.C.: National Information Center for Children and Youth with Disabilities (NICHCY), January 2001.
[http://www.nichcy.org/pubs/factshe/fs8.pdf]

The following information is adapted from an "open letter" posted on the website of Mastery Publications, a company based in North Carolina.

Educational Characteristics

Rate of Learning

- Learners with intellectual / developmental disabilities will experience a slower rate of learning. They will learn, but the amounts may be less and the pace will be slower. The tutor should be prepared for this.
- Learners may learn in spurts and then experience plateaus. The tutor should capitalize on spurts, but avoid losing ground during plateaus (through repetition).
- Although repetition is essential, the tutor should vary her teaching to avoid burnout and to prevent the learner from becoming bored.

Language Abilities

- Learners with intellectual / developmental disabilities may have poorer language abilities, such that they have difficulty expressing themselves or understanding what others are asking them to do. This requires patience and concentration on the part of the tutor. Instructions must be given very clearly.

Abstractions

- Abstractions can be problematic. It may be difficult for these learners to understand what they cannot see, touch, or experience. The tutor should always make learning experiences as real as possible, using manipulatives and concrete, touchable items.

Creativity / Originality

- These learners may have weaker abilities when it comes to creativity and originality. They may want to continue doing familiar tasks and may be resistant to change. New ideas may not be thought of independently. The tutor should then present learners with interesting choices.

Incidental Learning

- Incidental learning occurs when students learn things that were not necessarily part of a planned curriculum – they may "pick up" things based on others' conversations, through making mistakes, or through observations that they can apply to their own situations. However, this is often an ineffective mode of learning for adults with intellectual / developmental disabilities. In most cases, stressing the "obvious" will be necessary for these learners. Cause and effect in learning situations will need to be explicitly emphasised.

Generalization Skills

- Learners with intellectual / developmental disabilities often have difficulty transferring information and making generalizations. Ideas may not be easily transferred between contexts for these learners. It can be difficult for them to adapt existing knowledge so that it applies to new circumstances. The tutor should be aware of these facts, and try to help the learner to develop generalization strategies. The tutor can clearly relate new learning with previous learning, and clearly discuss different contexts or purposes for which the knowledge may apply.

Frustration

- These learners may have a lower "tolerance" for frustrations. The tutor should then structure learning tasks that are brief, uncomplicated and only address one new element at a time. Focus on achieving mastery before adding new elements. Review often.
- Frustration can be avoided if learning priorities are reasonable.

Advice

- Aim for realistic expectations.
- Always expect enough to encourage progress, but never to frustrate.
- Learning a single skill well is more important than many skills inefficiently.
- Break skills down into smaller steps and focus on one skill at a time until mastery is achieved.
- Review constantly so skills are not forgotten.
- Learners will benefit most from short periods of instruction, usually 15-20 minutes.
- Give learners a change of pace. For example, the tutor can teach something and then give the learner something active to do.
- Learners will pay more attention to things they can do or say. They will work better with concrete, touchable things than with hearing about things they cannot experience first hand.
- Select reading materials with bright pictures.
- Always allow learners to pick reading materials that they are interested in learning or hearing.

Adapted from:
An Open Letter to Parents of Down Syndrome Children. Arden, NC: Mastery Publications, 1999.
[http://www.masterypublications.com/Downs.htm]

[redacted]

The following advice comes from an interview with Bill McCarthy, a literacy instructor working with adults with developmental disabilities at the Gardiner Area Activities Center, located in Maine.

- **On Goal Setting:** "Each student and I set goals together. We have an informal interview in which we sit down and try to discover what goals are important to the student, just what it is that he wants to learn. When we have done this, I draw up a plan (in the form of an IEP, Individualized Education Plan) for achieving those goals. The important part of this process is a careful evaluation of the student; it is imperative to be aware of his primary goals and make those goals the focal point of each lesson."

- **On Progress:** "Some students, naturally, progress more rapidly than others. Others require that extra measure of individual help and encouragement. The important thing is to see some progress in each post-test. Also, we consider the students' attitudes carefully. As you noticed, they are not rocking and pacing; they are cooperating, working in teams, finishing projects they have begun. Their personalities show marked improvement. This is perhaps the most dramatic change of all."

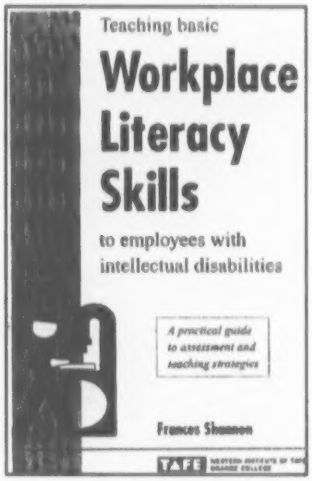
- **On Discouragement:** "As I said before, we devise lessons so that students can progress toward their goals at a rate commensurate with their abilities. Students *are* confronted with an increasing need to make decisions and to accept responsibility. But when an educational limit is met, we don't think in terms of failure. We either try some other way to reach a student's goal or else we counsel and redirect the student, helping him to accept his limitations, if indeed those limits have been met."

- **On Participation:** "We do not force students to participate in this program against their will. We encourage regular attendance at the stations' activities, but if on a certain day a student simply won't work, we allow that. We try to find out why he doesn't want to participate, then counsel and reassure him, but we don't force participation in the academic program. The students here are like the rest of us – there may be a problem at home occasionally, or sometimes they just don't feel good. But these people are generally willing to apply themselves and bounce back readily if they have had a day off."
- **On Positive Changes:** "The changes in our students are not confined to the intellectual sphere. These people have developed increased self-esteem: they are sociable, cooperative and purposeful."
- **On Challenge:** "They should allow an open time frame for accomplishment, challenging students but not pushing them too far too fast."
- **On Roles:** "Any literacy instructor needs to be compassionate and understanding, realizing that there are days when he will be called upon to be parent, playmate or friend as well as teacher."
- **On Cooperation:** "An instructor must remember at all times that he is part of a larger organization; he should work closely with activity center staff, for example, if that is where his program is being carried out."
- **On Equality:** "It is imperative that the instructor remembers that he is dealing with adults, not children. He should never "talk down" to the students, but consider them peers. They *are* peers – often they will be the same age or older than the instructor."
- **On Respect:** "I guess the word I'd sum things up with is *respect* – respect for your students and the work you are carrying out together."

Quoted from:
"Interview with Bill McCarthy: Literacy Instructor," in G. Dulac & William F. McCarthy, *M.S.A.D. 11 Adult Education for the Handicapped.* Gardiner Area School Administrative District MSAD 11. Augusta, ME: Maine State Planning Council on Developmental Disabilities, 1980, pp. 43-49.

The following advice comes from *Teaching Workplace Literacy Skills to Employees with Intellectual Disabilities*. The advice is based on answers to the following two questions:

1. What is the best way to teach workplace language, literacy and numeracy skills to employees with intellectual disabilities?
2. What are the particular considerations when teaching employees with intellectual disabilities?



Teaching basic

Workplace Literacy Skills

to employees with intellectual disabilities

A practical guide to assessment and teaching strategies

Frances Shannon

TAFE

- Language, literacy and numeracy training should be integrated with other workplace training.
- When there is meaning and purpose to a task, learning will take place.
- Employees with intellectual disabilities often have difficulty transferring skills from one learning context to another. Tasks should be taught in the context in which they will be performed. Teaching language, literacy and numeracy skills in isolation from the other skills used for a particular task will prove less successful.
- People with intellectual disabilities require a systematic approach to the teaching of skills. Learning needs must be continually assessed. Teaching must be planned in steps according to needs.
- If a task is broken into steps, it is easier to assess progress toward a task. Additional teaching can be devoted to problem areas.
- Once a task is learned, constant practice will be necessary for the person to maintain the skills.

- In addition to more standard teaching, other comprehension cues can be taught. For example, an employee will recognize lunchtime by a chime sounding as well as the time shown on her watch.
- Employees will intellectual disabilities, who often have difficulty with print, will benefit from signs that feature symbols or pictorial cues.
- Teaching employees with intellectual disabilities should be on a one-to-one basis whenever possible.
- When teaching, the tutor should always keep in mind the particular learning difficulties of employees with intellectual disabilities. Difficulties include memory and the ability to generalize skills learned in one context to another context. This means that review is necessary, and that teaching should be situation-specific.

- In all cases, teaching will need to be step-by-step with limited aims for each teaching or training session.
- The pace of teaching needs to be individualized for the learner.
- Some teaching methods that can be used are demonstration, practice, reinforcement, error correction, and so on.
- As with all teaching of individuals with intellectual disabilities, assessment and recording of progress needs to be a constant ongoing process and a feature of all teaching sessions.
- Due to the highly individualized nature of teaching individuals with intellectual disabilities, resources more often than not will need to be made by the tutor.
- Published resources will need to be used selectively and flexibly, and few are available.

Adapted from:
Frances Shannon. *Teaching Basic Workplace Literacy Skills to Employees with Intellectual Disabilities: A Practical Guide to Assessment and Teaching Strategies.* Orange, New South Wales, Australia: Western Institute of TAFE, Orange College, 1995.

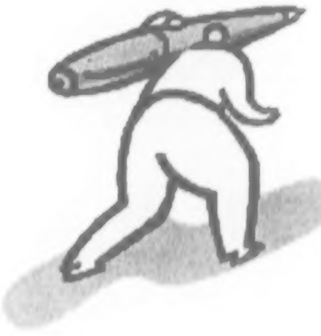
This last set of advice is from *The Parent as Teacher: A Practical Guide for Parents of Developmentally Disabled Adults*. The School Board of Pinellas County, Florida developed this guide.

THE PARENT AS TEACHER

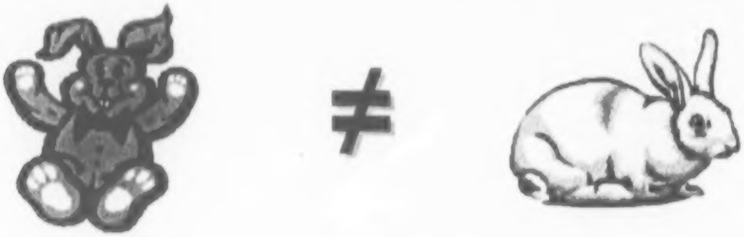
A Practical Guide for Parents
of Developmentally Disabled Adults

Bridging The Gap

- **Atmosphere**: Successful teaching very much depends on creating a positive atmosphere (physical environment / attitudes / emotions). The learning environment needs to be comfortable, non-threatening and accepting.
- **Objectivity**: Every learner has varying abilities and limitations, and these should be viewed objectively. The tutor should set aside any unrealistic hopes, and yet show confidence that the learner will show progress.
- **Attitude**: A positive attitude is important for effective learning. A tutor can easily become frustrated and impatient, especially when a learner is progressing slower than expected or hoped for. Tutors must always remain positive, encouraging, and calm.
- **Persevere**: The tutor's patience can be tested as she watches the learner struggle to complete a particular literacy task. The tutor may think it would easier to simply give the answer or to do the task for the learner. However, the learner needs to face challenges if progress and potential are to be reached and independence eventually realized. The learner should not be encouraged to be an underachiever.



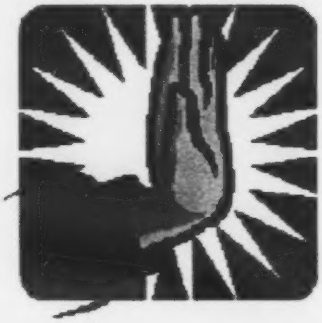
- **Realism**: Real-life learning materials should be used whenever possible. It is relatively more difficult for learners to apply (transfer) learning from a toy model or a paper drawing to real life situations.



- **Smaller Steps**: Breaking a task down into smaller steps can be helpful. The tutor can concentrate more effectively on teaching smaller tasks, while the learner can learn in smaller steps. leading to a greater sense of achievement and success.

- **Observation**: The tutor must observe the learner's current skill level before deciding at which step of a larger task they must begin teaching. Observation is preferable to hunches, guesses, or simply following the advice of others.
- **Reinforcement**: It is important to positively reinforce a learner's correct responses during teaching. Verbal rewards and praise can encourage continued effort and success. Reinforcement should be immediate if it is to be the most effective. Small, immediate and definite reinforcement is much better than large, distant and uncertain reinforcement. Deliberately praise or compliment some aspect of a learner's work, even small improvements. Praise the learner in front of others.

- **Consistency**: A consistent tutor can help the learning process. Learners should always know what is expected of them. Learners should always know what they could expect of the tutor. A tutor that is always serious about a learner's learning and effort will probably find that learner is more attentive and willing to learn. It is essential that the tutor is committed to the learning relationship, as needing to change tutors can be disheartening and disruptive.
- **Practice at Home**: Literacy skills can be practised with learners during their daily routine. Lessons can be taught during cooking, shopping, doing repair and maintenance projects and participating in recreation.
- **Regularity**: Learning activities should be scheduled at regular times. It is best to teach when you know things will be quiet, unhurried, and free from distractions.
- **Limits**: If frustration or weariness becomes evident in the learning process, taking a break or stopping for the day is recommended. Knowing when to stop is important. Starting again at a different time may prove more useful than pressing on. Try to be aware of signs of stress or frustration in the learner's behaviour.



Adapted from:
Kathleen Donohue & Patricia O'Haire. *The Parent as Teacher: A Practical Guide for Parents of Developmentally Disabled Adults*. Boca Raton, FL: Florida Adult and Comuunity Education Network (ACENET), 1991.

Section 3
Some Literacy Activities

3.1 Introduction PAGE 3-1

3.2 Puzzle Activities PAGE 3-2

3.3 Television Activities PAGE 3-3

3.4 Photograph Activities PAGE 3-7

3.5 Telephone Activities PAGE 3-13

3.6 Time Concept Activities PAGE 3-15

3.7 Newspaper Activities PAGE 3-19

3.8 Playing Card Activities PAGE 3-22

3.9 Flashcard Activities PAGE 3-25

3.10 Vocabulary Activities PAGE 3-27

Section 3

Some Literacy Activities

3.1 Introduction

The 36 literacy activities described in this Section are organized according to nine different categories:

Puzzle Activities

Word Find Puzzles

Crossword Puzzles

Television Activities

Television Listings

Script / Dialogue Writing

Closed Captioning

Televised Sports

Photograph Activities

Photo Stories

Graffiti Boards

Picture Scaffolds

Collage Stories

Telephone Activities

Phone Book

Scripted Calls

Taking Phone Messages

Time Concept Activities

Monthly Calendar Sheets

Time Templates

Timer Time

Newspaper Activities

Headliners

Cutlines

Ad Decoding

Article Match-Ups

Playing Card Activities

Card Sorting

Match-Up Card Game

Clock Solitaire

Flashcard Activities

Flashcard Drills

Alphabetical Order

Alphabet Match

Alphabet Memory Match

Wild Card!

Vocabulary Activities

Dolch Word Charts

Key Survival Words

Sign Vocabulary

Idiom Fun

"Sense" Word Lists

Radial Trees

Overhead Hangman

Word Bank

3.2 Puzzle Activities

PUZZLE ACTIVITIES

Puzzles can be an effective tool to teach and reinforce literacy skills, particularly letter and word recognition. Learning doesn't feel so much like work! Puzzles can be sent home with learners to work on their own time, reinforcing skills taught during tutoring sessions.

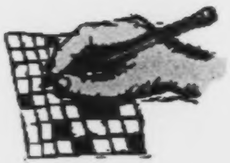
Activity: Word Find Puzzles

Word find puzzles can be created using simple graph paper or through interactive web sites. Puzzles are most effective when they utilize word lists that are relevant to learners, such as new vocabulary they have encountered. Commercial crossword puzzles often have themes. The tutor can choose an appropriate puzzle to supplement learning of a new topic area.

Two examples of word find puzzles are provided in Section 10.

Activity: Crossword Puzzles

Crossword puzzles are another fun way for learners to interact with new vocabulary. They can be commercial or tutor-created. If the clues are too difficult, the learner can be provided with a word list alone.



An example of such a crossword puzzle is provided in Section 10.

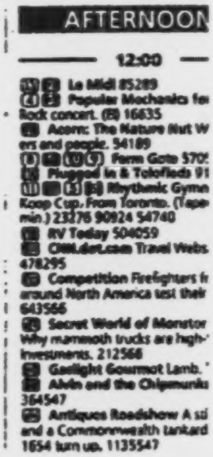
3.3 Television Activities

TELEVISION ACTIVITIES

Adults with limited literacy skills watch more television than those with higher skills, primarily because television is their main source of information. Television can be the basis of the following literacy activities:

Activity: Television Listings

The weekly television listings can be used together with learners to develop some of their skills:



- Time telling (air times)
- Using charts (program schedule)
- Reading (program summaries)
- Number recognition (channels)
- Making choices (what to watch)
- Time management (when to watch)
- Developing interests (types of shows, topics, or themes)

Advice:

After reading a summary of a television program, the learner and tutor can further discuss what they can expect from the show. A list can be made. After watching, these expectations can be examined.

- Although learner choice is paramount, the learner can be encouraged to choose television programs that may stimulate follow-up reading. Examples are dramatizations of written works and nature shows. Viewing a show based on a written work can build comprehension levels prior to tackling the text itself.
- After viewing a show (or videotape), the tutor and learner can discuss the ideas or scenarios that were presented. Based on these discussions, the learner may want to create her own summary for a show, in the style of the television listings.
- Different types of programs found in the television listings can be placed in categories, such as sports, movies, news, comedies, drama, and so forth. Full-hour and half-hour programs can be listed.

Activity: Script / Dialogue Writing

Learners can be shown a short video segment with the sound off. They can be instructed to view the segment without speaking, and to observe as much as possible. Together, the learner and tutor (or a larger group) can try to recall what they remember seeing. The ideas can be recorded on paper.

The tape can be replayed, pausing where necessary. The learning pair or group can write a story based on what they see, which may include creating dialogue for characters on the screen.

Advantages:

- **Memory:** This activity challenges and potentially develops learners' memory skills.
- **Creativity:** Learners are creating stories and dialogue, based on what they see and on what they would say in the situations.
- **Flexibility:** This activity can be usefully undertaken in pairs, threes, fours, or larger groups. Televisions and VCRs are usually available, whereas computers, for example, may not be.

Activity: Closed Captioning

A television that is capable of displaying closed captioning (CC) can be used as a literacy tool. A closed-captioned television program displays text on the screen, corresponding to the words being spoken. The learner / viewer is able to hear the correct pronunciation of words as she reads them, while the pictures reinforce comprehension.

Regularly televised closed-captioned programs may run too fast to benefit learners with intellectual / developmental disabilities. Instead, a captioned videocassette (or a taped program with subtitles) can be used. The screen can be paused at regular intervals so that the tutor and leaner can focus on text at a manageable pace.

Advice:

- It will be helpful for comprehension to watch a video segment several times before tackling the on-screen text.
- The tutor should preview videos to check content and technical quality. Is the pace of captioning too fast for the learner? Is there too much dialogue in the scene? Are captions readable?
- When using this technique, the learner should choose the topics of the videos to study to ensure they are interested in what is being watched and read.

Adapted from:
George H. Maginnis. *Captioned Video Cassettes: A Source of Reading Material.* Paper presented at the Annual Meeting of the International Reading Association. Anaheim, CA, May 3-7, 1987.

Activity: Televised Sports

Televised sports present learners with an interesting opportunity to learn numbers. A basketball, hockey, or baseball game can be videotaped, and this tape can form the basis for instruction. Some ideas:

- **Viewing**: The learner and tutor can watch a taped match, and the tutor can point out and say the numbers on players' uniforms as they appear on the screen. Recognition and pronunciation are emphasized.
- **Copying**: The VCR can be paused, allowing the learner to copy a player's number onto a sheet of paper. Emphasis is on the shapes of numbers and drawing them accurately.
- **Homework:** The adult learner can name numbers and write them down when watching team sports at home. The tutor may want to tape the same game, so that the student's list of numbers can be reviewed with the tutor. The learner's family or others in their home environment can help by arranging viewing times and providing writing materials. Independent learning is emphasized.
- **Scorekeeping:** When watching sports, the tutor and learner can focus on the score when it is flashed on the screen. Counting and simple mathematics can be taught in addition to number recognition.

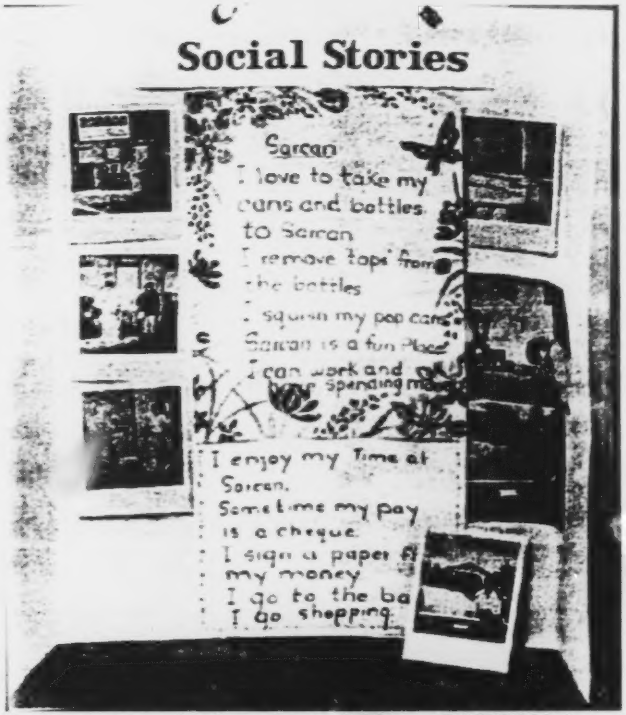
Adapted from:
Mona Arsenault, "Repurposing at the Grassroots: Learning Numbers from *Hockey Night in Canada*," in *Literacy Across the CurriculuMedia Focus* (LACMF), Vol. 15, No. 1. (2000), pp. 32-33.
[http://www.nald.ca/PROVINCE/QUE/litcent/NEWSLETT/Vol15/32-33.htm]

3.4 Photograph Activities

PHOTOGRAPH ACTIVITIES

Photographs can be central to successful literacy exercises for learners with intellectual / developmental disabilities.

Activity: Photo Stories

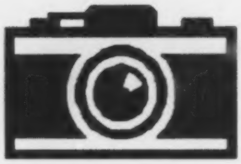


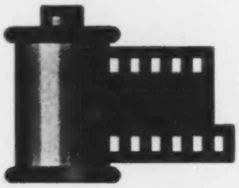
Social Stories

Sarcan
I love to take my
cans and bottles
to Sarcan
I remove tops from
the bottles
I squish my pop cans
Sarcan is a fun Place
I can work and
spending m

I enjoy my Time at
Sarcan.
Sometime my pay
is a cheque.
I sign a paper f
my money
I go to the ba
I go shopping.

A photo story display about visiting a SARCAN depot, created by Carmen Campeau from Hudson Bay, Saskatchewan. Carmen herself is featured in the photographs on the display.





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Steps in creating a photo story:

- **Select a Topic:** The learner and tutor can decide together on what to take photographs of. Photo stories are most effective when they document an aspect of a learner's everyday life. Topics can be the workplace, hobbies, family, and so on.
- **Take Photographs:** The tutor can take photographs of the learner engaged in one of his regular routines. Each aspect of that routine should be documented with a single photograph. Pictures with action in them are usually easier to describe. A Polaroid or digital camera, if available, can speed up the process, in comparison to having pictures developed.
- **Sort Photographs:** Once developed, the pictures can be sorted and placed into the correct order. The best photographs can be chosen. Only 8-12 pictures should be used, so that they can be easily displayed.
- **Develop Text:** The learner and tutor can work together to develop text for each picture. Alternatively, a descriptive paragraph or two can be written.
- **Create a Display:** The pictures can be arranged and pasted on a piece of cardboard or heavy coloured paper. The text, including a title, can then be written on the display, using coloured markers. The photo story can otherwise be put in book form, by pasting it in a scrapbook or placing it in a photo album.

A good example of a photo story is:

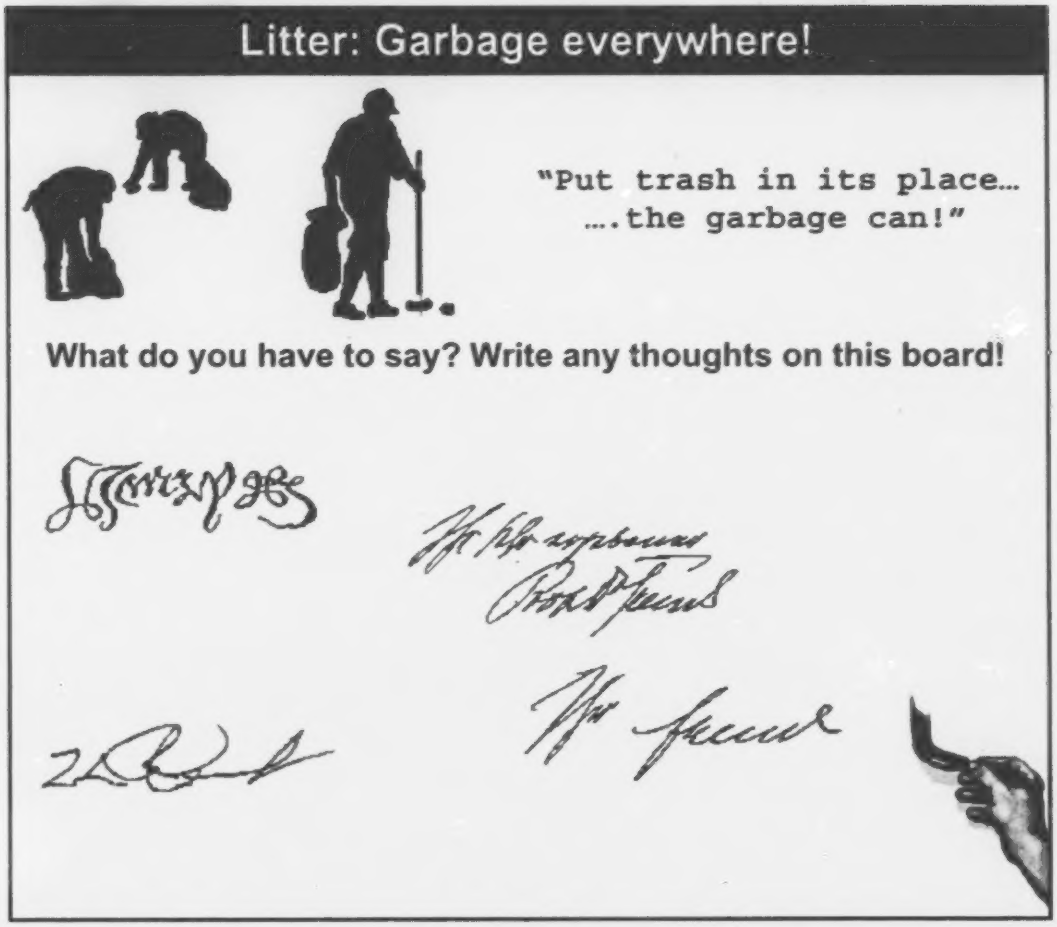
☆ Darren Crawford and Angele Hubert. *The Challenges of Literacy and Employment*. With *Facilitator's Notes* by Susan Devins and Maureen Sanders. Edmonton, AB: PROSPECTS Literacy Association, 1995. [http://www.nald.ca/clr/challeng/cover.htm]

It was written by students and focuses on the experiences of two adult literacy students with intellectual disabilities, who work as sorters at the Edmonton Recycling Society.

* * *

Activity: Graffiti Boards

Here is an example of a graffiti board on the topic of litter:



Litter: Garbage everywhere!

"Put trash in its place…
….the garbage can!"

What do you have to say? Write any thoughts on this board!

Steps in creating a graffiti board:

- **Select a Canvas:** Begin by selecting a "canvas" for the graffiti board. It can be a white board, chalkboard, sheet of poster board, and so on.
- **Select a Topic:** Now select a topic that learners would be interested in commenting on. For example, you could choose the topic of "speaking for myself."
- **Select a Title and Subtitle:** Choose an appropriate title that captures the theme. "Having a Voice" is an example. If you wish, a subtitle (such as "Being Listened To") can be added. Write titles on the top of the canvas.
- **Select Photographs:** Appropriate photographs can be taped or pasted onto the canvas. Pictures should capture the theme. Pictures will serve as prompts for the learners to think more of the topic and what they may want to say about it.
- **Add a Brief Phrase:** In addition to the title(s) and pictures, you can add a brief phrase on the canvas that will act as a thematic prompt. An example is "My Opinions Matter!" A "provocative" statement may encourage more responses.
- **Add Instructions:** A phrase encouraging learners to write their opinions can be added. An example is "What do you have to say? Write any thoughts on this board!"
- **Leave Space:** There should be lots of room for people to add their comments, sign their names, draw a sketch and so on.
- **Display the Board:** The graffiti board should be placed on a wall in an accessible area, so that people will see it. It should be placed low enough so that someone using a wheelchair can reach. Otherwise, it can be taped on a tabletop. A coloured marker on a string can be added.

Adapted from:
St. Christopher House Adult Literacy Program. *Literacy and Homelessness Project – Final Newsletter* 3/4 (May 1999), pp. 2-3.
[http://www.nald.ca/schalp/homeless/newslet/may99/page2.htm]

Activity: Picture Scaffolds

By considering and answering the following list of questions, the learner is assisted in composing a text based on a photograph or illustration.

Guided Questions to Scaffold Composition of a Text Based on a Photo

- Who is this photo of?
- When was the photo taken?
- Who are the people in the photo?
- What are you doing in the photo?
- How is everyone dressed in the photo?
- Who took the photo?
- Why was the photo taken?
- Why do you like the photo?

Advice:

- The learner and tutor should examine the photograph and discuss the questions together. Then the learner (or tutor) can write down the responses.
- Photographs that include the learner work best for this activity. Interest and comprehension will be higher than "anonymous" photographs.
- The photo and story can be displayed for all to enjoy!

Quoted from:

Karen B. Moni & Anne Jobling, "LATCH-ON: A Program to Develop Literacy in Young Adults with Down Syndrome," in *Journal of Adolescent and Adult Literacy*, Vol. 44, No. 2 (September 2000), p. 44.

"I worked really hard and I got a lot of congratulations from the people on my team. They had never seen me play like that, and neither had I! I made three goals during the tournament and I had never ever made a hockey goal before that. I think that having all the fans there and playing against different people really pumped me up. We made lots of friends and met a lot of people from different countries. In fact, we won the team from Germany and then we became really good friends with them. At the end we switched jerseys with them and then got a huge team photo with them."

Bill Marsh, Special Olympian (Floor Hockey)
"USA Hockey 'Dream Team' Earns Gold," in *Training Times: News from Special Olympics Alaska (Special Edition)*, 2001, p. 5.

Activity: Collage Stories

In this activity, learners can illustrate stories they've written using pictures cut out from newspapers and magazines. The pictures can be arranged on a large sheet of construction paper, and the title and text can then be written.

Alternatively, learners can choose pictures that interest them, and then craft a fitting story.

See the *Newspaper Activities* section for more activities involving photographs.

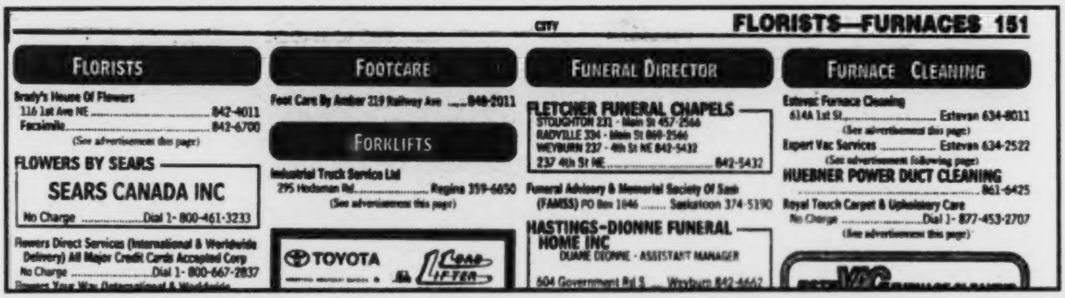
3.5 Telephone Activities

TELEPHONE ACTIVITIES

Activity: Phone Book

Using the phone book is an important functional literacy skill. The phone book can be used to help teach specific skills:

- Alphabetical Order (Names)
- Number Recognition (Phone Numbers, Pages)
- Community Awareness (Different Businesses, etc.)
- Emergency Numbers (Fire, Police Services, etc.)
- Reading Advertising (Yellow Pages)
- Reading Addresses (White Pages)
- Using a Map (Local, Provincial)
- Numerical Order (Page Numbering)
- Getting Connected (Instruction Pages)
- Bill Payments (Telephone Company Bills)



CITY **FLORISTS—FURNACES 151**

FLORISTS

Brady's House Of Flowers
116 1st Ave NE 842-4011
Facsimile 842-6700
(See advertisement this page)

FLOWERS BY SEARS
SEARS CANADA INC
No Charge .... Dial 1- 800-461-3233

Flowers Direct Services (International & Worldwide Delivery) All Major Credit Cards Accepted Corp
No Charge .... Dial 1- 800-667-2837

FOOTCARE

Foot Care By Amber 219 Railway Ave 848-2011

FORKLIFTS

Industrial Truck Service Ltd
295 Hodsman Rd .... Regina 359-6650
(See advertisement this page)

TOYOTA

FUNERAL DIRECTOR

FLETCHER FUNERAL CHAPELS
STOUGHTON 231 - Main St 457-2566
RADVILLE 334 - Main St 869-2566
WEYBURN 237 - 4th St NE 842-5432
237 4th St NE 842-5432

Funeral Advisory & Memorial Society Of Sask
(FAMSS) PO Box 1046 .... Saskatoon 374-5190

HASTINGS-DIONNE FUNERAL HOME INC
DUANE DIONNE - ASSISTANT MANAGER
604 Government Rd S .... Weyburn 842-4662

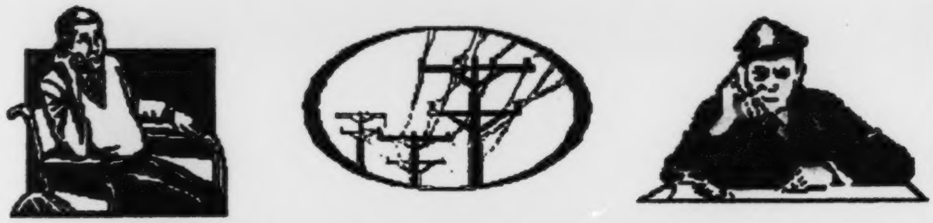
FURNACE CLEANING

Estevac Furnace Cleaning
614A 1st St .... Estevan 634-8011
(See advertisement this page)
Expert Vac Services .... Estevan 634-2522
(See advertisement following page)
HUEBNER POWER DUCT CLEANING
.... 861-6425
Royal Touch Carpet & Upholstery Care
No Charge .... Dial 1- 877-453-2707
(See advertisement this page)

Activity: Scripted Calls

The learner and tutor can practice making telephone calls to various people and professionals in the community. For example, they may want to rehearse how to deal with a telemarketer or how to make a doctor's appointment. A list of questions to ask or things to talk about can be worked on together prior to practicing the telephone call itself.

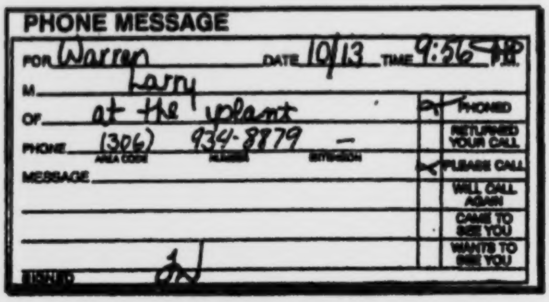
A regular unplugged telephone can be used for this activity. The tutor and learner can take turns being the caller and the answerer. A telephone keypad sheet is included in Section 10 for learners to practice with.



Activity: Taking Phone Messages

Taking telephone messages is an important functional literacy skill. The learner and tutor can take turns being callers and message takers for this activity.

This activity can use blank notepaper or a prepared form. **A telephone message worksheet** is included in Section 10.



PHONE MESSAGE

FOR Warren DATE 10/13 TIME 9:56 P.M.

M. Larry

OF at the plant

PHONE (306) 934-8879 –
AREA CODE NUMBER EXTENSION

MESSAGE

SIGNED

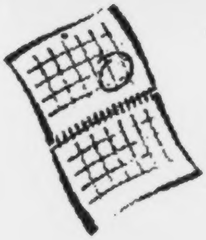
☒ PHONED
☐ RETURNED YOUR CALL
☒ PLEASE CALL
☐ WILL CALL AGAIN
☐ CAME TO SEE YOU
☐ WANTS TO SEE YOU

3.6 Time Concept Activities

TIME CONCEPT ACTIVITIES

Activity: Monthly Calendar Sheets

A monthly calendar sheet can be used for each learner. The kind with large squares for each day works best. Upcoming events, individual schedules, birthdays, the weather and so on can be recorded on the calendar. New vocabulary can be jotted down on the calendar, too. Stickers of graphics can be pasted on appropriate dates.



Skills that can be taught:

- **Calendar Vocabulary** (days, week, weekend, month, year)
- **Abbreviations** (Sun, Mon, Tue, Mar, Dec, etc.)
- **Number Recognition** (1-31, year)
- **Counting** (1-31, counting by days, weeks, months)
- **Time Sequence/Ordinal Numbers** (first, second, yesterday, tomorrow, etc.)
- **Understanding Diagrams** ("reading" the calendar, locating dates, etc.)
- **Key Dates** (pay day, weekends, work days, holidays, etc.)

Some Ideas:

- The calendar should be clearly displayed.
- The learner could have a smaller version of the calendar for home use and practice.
- Daily oral practice (date, days of week, months of year, ordinal numbers, numbers, etc.) can be effective.
- The days of the week, numbers (1-31), and month names can be placed on cards. The learner can put them in the correct order. The correct date can be made using a card from each stack.

Jan
Feb
Mar
Apr
May
Jun
Jul
Aug
Sept
Oct
Nov
Dec

A "Calendar Worksheet" is provided in Section 10. It can be photocopied and filled in each month. It can also be used as the basis for calendar exercises. For example, the learner can fill in the numbers on the calendar grid. Alternatively, the tutor can fill in only a few numbers, so that the learner can fill in the blanks.

A "Daytime Schedule Worksheet" is also provided in Section 10. It can be used for planning activities during a particular day.

Source:

Catherine Janossy, *A Needs Survey & Program Description: Program Delivery for the Developmentally Challenged Adult in Grey, Bruce and The Georgina Triangle*. Walkerton, ON: The Walkerton & District Literacy Council, pp. 49-50.

Frances Shannon. *Teaching Basic Workplace Literacy Skills to Employees with Intellectual Disabilities: A Practical Guide to Assessment and Teaching Strategies*. Orange, New South Wales, Australia: Western Institute of TAFE, Orange College, 1995.

Activity: Time Templates

Several of the master sheets in Section 10 focus on telling time. They can be photocopied for use with learners. For the sake of those learners having vision difficulties, the templates can be enlarged.

Descriptions:

- **Clock Face Worksheet:** Twelve blank clock faces are provided. The clock hands can be drawn, and the time can be written underneath. An event that occurs at a particular time can be written as well.
- **Digital Clock Worksheet:** Fifteen digital clock faces are provided. Segments of the digital number "8" can be darkened to reveal the desired number. The corresponding time (or event) can also be written beneath the digital clock face.
- **Event Flashcards:** Cutting out and pasting the blank clock faces and the event pictures on either side of blank index or recipe cards can create twelve flashcards to use with learners. The hands of the clocks can be filled in, depending on when the learner has lunch, begins work, goes to bed, etc. The tutor can show the learner the time on the clock face, and ask what the learner does at that time. Or, the tutor can show the event picture, and ask the learner when it happens.
- **Time Practice Flashcards:** Eight flashcards can be created that will help teach learners how to tell time. On one side are different times, shown on a clock face that includes numbers for both hours and minutes. On the other side, the corresponding times are written in numerical form and in the correct spoken form.

12
1
2
3
4
5
6
7
8
9
10
11

- **Before and After Flashcards:** The four flashcards can be used to illustrate simple time order. On one side, "before" pictures are given, and on the other side, "after" pictures are given.
- **Ordinal Time Flashcards:** These two sets of four flashcards can be used to teach ordinal sequence. A series of pictures illustrate first, second, third, and last.

Activity: Timer Time

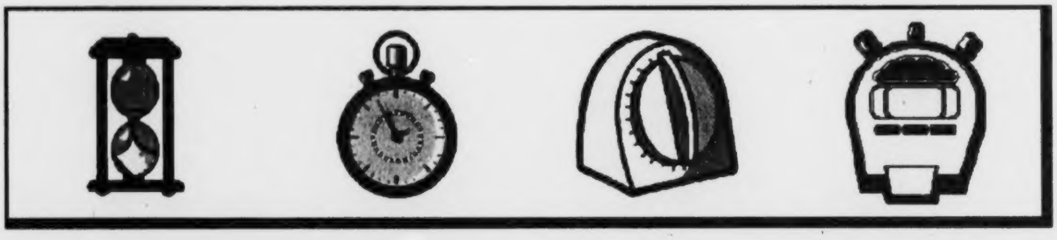
In order to help learners better grasp what seconds, minutes and hours represent, their everyday activities can be timed using either a:

- Game Timer
- Stopwatch
- Clock
- Kitchen Timer

The tutor or learner can do the timing. Time-related questions can be asked:

- How many minutes does it take to eat lunch?
- How many times can we walk around the building in 20 minutes?
- How many seconds was that last television commercial?

The "Time Tracker Worksheet" provided in Section 10 can be used for this activity.



3.7 Newspaper Activities

NEWSPAPER ACTIVITIES

Activity: Headliners

The learner and tutor can read newspaper story headlines, and try to guess the subject and details. After this, the story can be read, and the accuracy of the headlines can be discussed.

Highway 11 renamed Louis Riel Trail

City gas prices take small dip

Teen who survived week in car still in fair condition

Books bound for inner-city schools

Ontario environment minister drives to work despite smog alerts

Activity: Cutlines

Clip the captions from some newspaper photographs and ask the learner to match them.

“Man Throws Away Glasses After Surgery”

“Cell Phones Banned on Provincial Highways”

Designer Reveals New Look at Toronto Show”

“Canadian in Space for Latest Shuttle Mission”

Alternatively, new captions in newspaper style can be written for pictures.

Super Chicken: Local Hen Sets Record for Egg Laying

SARCAN Wins: The Three Medals Presented to SARCAN Recycling for Waste Reduction

Activity: Ad Decoding

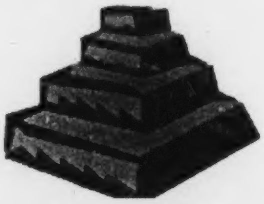
Learners and tutors can work together to translate the advertising shorthand found in classified ads into full sentences. This is an important functional literacy skill.

BR:	Bedroom
BSMT:	Basement
N/S:	Non Smoking
F/S:	Fridge and Stove
W/D:	Washer and Dryer
N/P:	No Pets
APPLS:	Appliances

Activity: Article Match-Ups

Clip four or five stories out of the newspaper. Cut out the headlines, too. The stories can then be matched with the correct headlines.

The news stories can also be cut into paragraphs for the learner to reassemble in logical order. News writing is like an inverted pyramid, with the most important information at the very top. As such, the learner should try to correctly identify the first paragraph.



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3.8 Playing Card Activities

PLAYING CARD ACTIVITIES

Activity: Card Sorting

The ability to distinguish between shapes, colours, and numbers are important pre-literacy skills. A learner can sort a deck of cards in various ways to practice these skills. The cards themselves can be counted (1-52).

Colour:

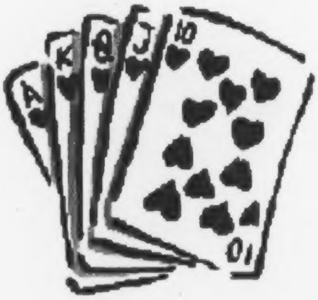
Red Cards or
Black Cards

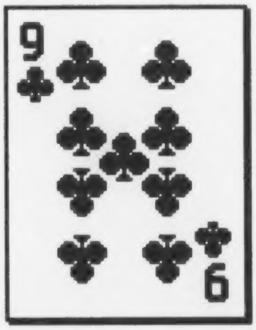
Symbol:

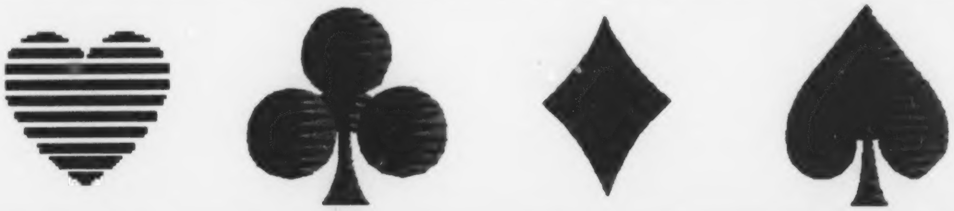
Diamonds, Hearts,
Spades, or Clubs

Face Value:

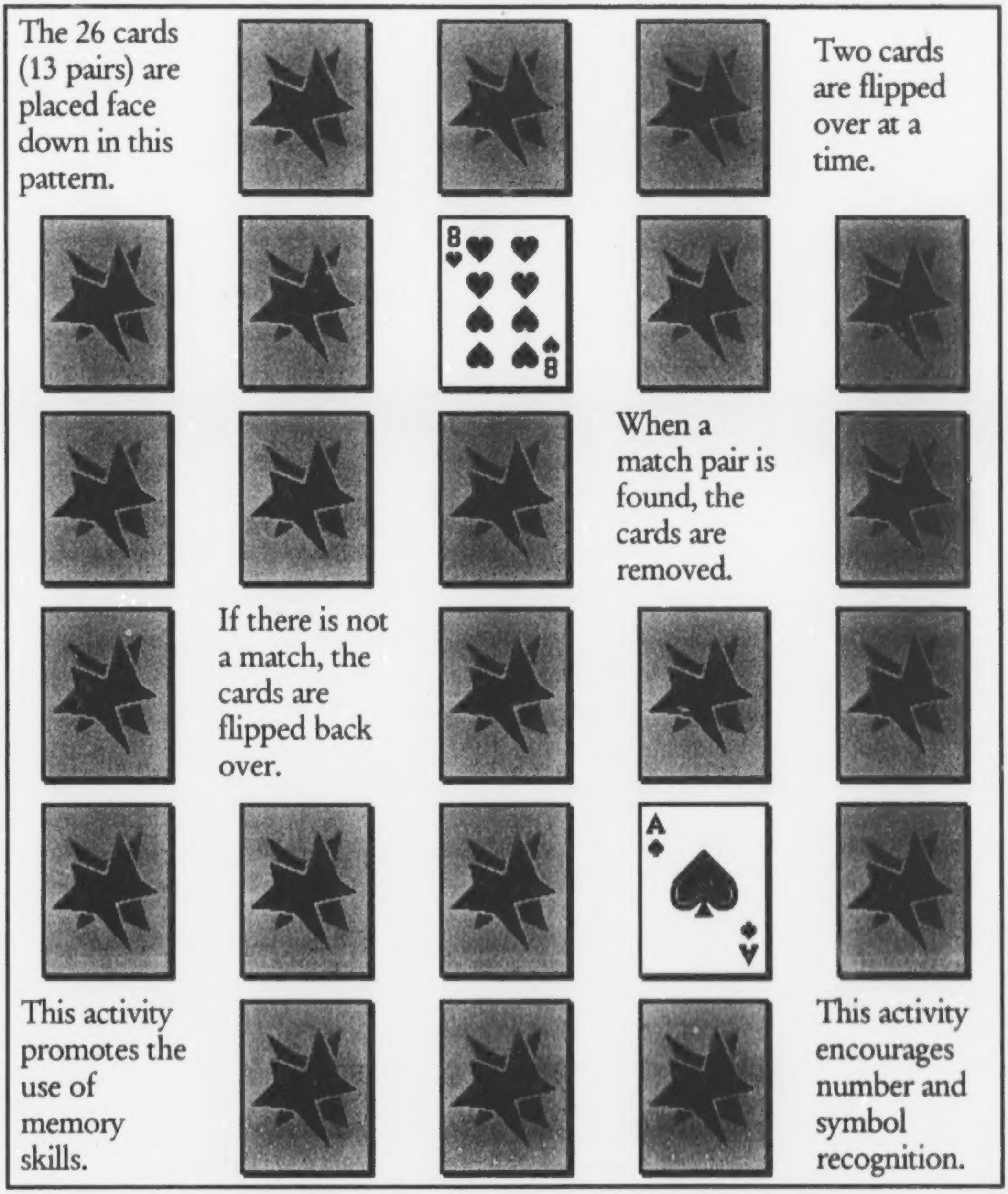
Ace, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, Jack, Queen, King, Joker







Activity: Match-Up Card Game



The 26 cards (13 pairs) are placed face down in this pattern.

Two cards are flipped over at a time.

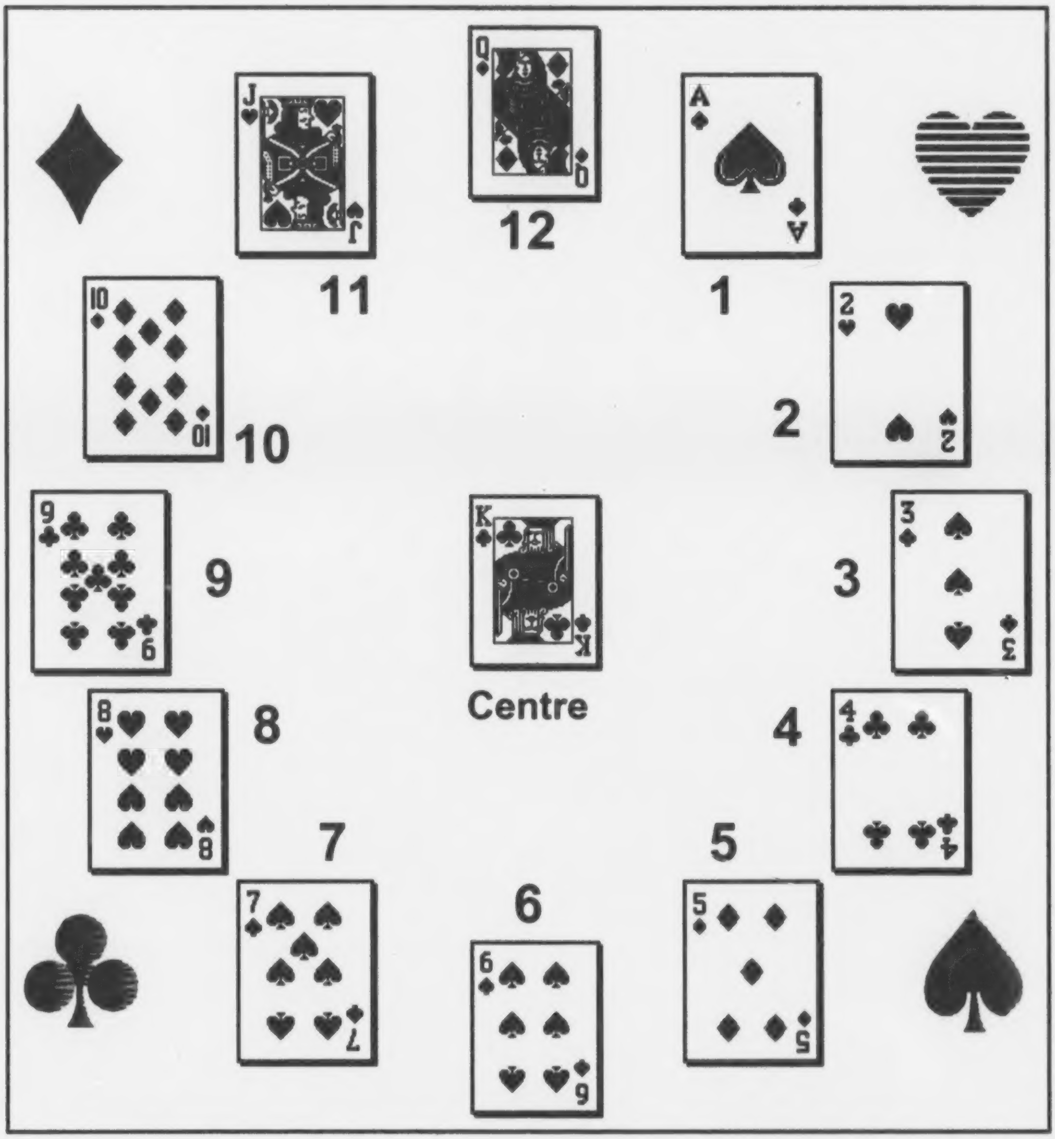
When a match pair is found, the cards are removed.

If there is not a match, the cards are flipped back over.

This activity promotes the use of memory skills.

This activity encourages number and symbol recognition.

Activity: Clock Solitaire



For this activity, the learner can use one or more well-shuffled decks of playing cards. When a card is drawn from the pile, it can be placed on the corresponding part of the clock face. Queens represent 12 O'Clock, Jacks represent 11 O'Clock, and Kings are placed in the centre.

3.9 Flashcard Activities

FLASHCARD ACTIVITIES

A set of alphabet flashcard templates is provided in Section 10. They can be photocopied and then pasted on cards. The tutor and learner may want to make their own set of flashcards, using pictures (and even letters) cut out from newspapers or magazines. The flashcards can be used to play games that can reinforce literacy skills. Here are descriptions of a few of them:

Activity: Flashcard Drills

The tutor can hold up a flashcard, and the learner can say the correct letter name, or make the correct sound, or say another word that begins with that letter, etc. Every time the learner is correct, she is given the flashcard. At the end of the game, the number of correct flashcards can be counted. The learner can try and break the high score the next time the game is played.

Activity: Alphabetical Order

The set of 26 flashcards can be mixed up, so that the learner can put them into the correct order. To make this activity more difficult, the learner can be asked to put only a few randomly chosen flashcards into alphabetical order.

A single sheet "Alphabet Chart" is included in Section 10. Learners can use it to learn alphabetical order as well. The pictures will serve as clues to what the letter is and the sound(s) it makes. The charts can be photocopied and given to learners or pasted on a wall of the learning area.

Activity: Alphabet Match

This activity requires two sets of alphabet flashcards. One set can be placed on the table with the picture side up. The other set can be placed with the letter side up. The learner can then match the pictures with the letters they represent. As each pair is matched, it can be removed from the table. Alternatively, both sets can have the letter side up, and the letter pairs can be matched.

Activity: Alphabet Memory Match

This activity requires two sets of flashcards with the letter on one side, but with the other side blank. Pairs of letters can be mixed together, and then be placed face down in a square grid. Begin with a 3x3 grid. As the learner's skills increase, the grid can be made larger. The learner can flip two cards, and if the letters match, the pair can be removed. If the letters do not match, the cards must be flipped back. To make the game easier, three cards can be turned over per turn. If there is a pair, it is removed and the third card is turned back over. To make this game more interesting, the learner can be asked to say two words that start with the letter of found pairs. This activity can be played similarly with a deck of playing cards, as described elsewhere in Section 3.

Activity: Wild Card!

The same two sets of flashcards as the previous activity can be used. Pairs of cards plus a single "wild card" will be shuffled and dealt to the players. Removing a single "X" (or another letter) can create the wild card. This activity will work with two or more players. When it is a player's turn, he will remove one card from the player next to him. Then he will discard any pairs he collects. The goal is to discard all of one's cards while avoiding being the one left with the "wild card." This activity will help teach letter identification.

3.10 Vocabulary Activities

VOCABULARY ACTIVITIES

Activity: Dolch Word Charts

E.W. Dolch compiled lists of the most commonly found words in reading materials, and organized them according to reading level. Dolch words should be taught as sight words (so that they are recognized instantly) since many cannot be sounded out easily.

Dolch word charts are provided in Section 10 of this *Handbook*.

The words can be taught using the charts, or the words can be placed on index cards to make flashcards. It is always best to use the word in a sentence, too.

* * *

Activity: Key Survival Words

Survival words are relevant to learners. They have meaning for the learners in terms of their everyday lives and experiences. Key survival words can be:

- First and Last Names
- Months of the Year
- Days of the Week
- Hazard Signs
- Math Symbols
- Street Signs
- Place Names
- Store Signs
- Caution Signs
- Survival Phrases

It will be helpful to practice survival vocabulary in context. Vocabulary can be taught and learned in various categories, which may assist with comprehension:

- Renting an Apartment
- Ordering a Meal / Menu
- Visiting the Doctor / Dentist
- Grocery Shopping
- Various Hobbies
- Job Interviews
- Banking
- Politeness
- Introductions
- Computers
- Taking the Bus
- Talking with Sales Staff
- Telling Time
- Asking for Directions
- Social Conversation
- Health
- Cooking
- Greetings / Farewells
- Workplace Vocabulary

> "Key survival words are printed on flash cards; either on paper cut to size or on index cards. We review these cards every class. The time varies. Sometimes we spend only a few minutes; other times we spend 15 or 20 minutes going through them.
>
> We developed a contest in the class. It went like this. For every word that the learners read correctly, it belonged to them. For every word they did not get, it belonged to me. Sometimes I let them see the cards they missed so that they could try to read them correctly. At the end, they counted both piles. The team with the highest score won.
>
> At the end of the program, I took each learner individually, and had them read the cards to me while I kept track of the correctly read words."
>
> **Debbie Baker**
> ***A Plain Language Guide in Reading, Writing and Math*. Kentville, NS: Partners in Employment Outreach (Spring 1998), p. 2.6.**

Activity: Idiom Fun

Idioms are phrases that convey meaning beyond the literal words used to express them. Learning idioms can be fun, and can add colour and expressiveness to any learner's vocabulary and writing.

Some examples appear below:

TIME
WILL
TELL

Time Will Tell

EYEING
IT UP

Eyeing it Up

PAR
FOR THE
COURSE

Par for the Course

Rock Solid

LIGHTNING
FAST

Lightning Fast

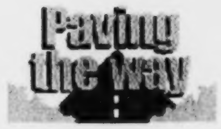
On Track

OUT OF
THIS
WORLD

Out of this World

FISH-
ING
FOR
ANSWERS

Fishing for Answers

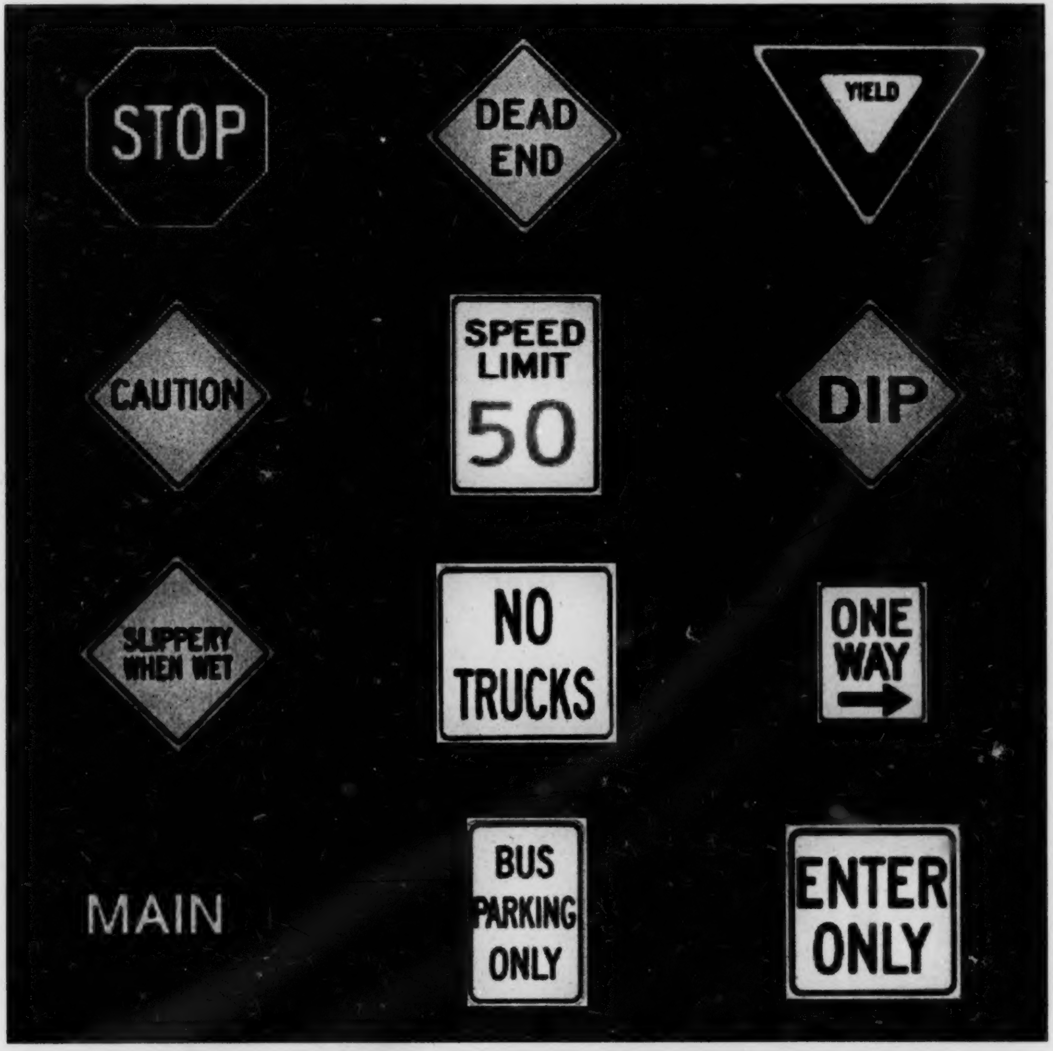

Paving
the way

Paving the Way

Activity: **Sign Vocabulary**

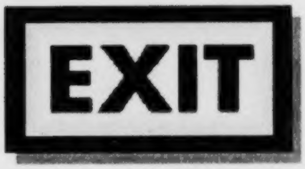
Traffic signs, street signs and other signs display vocabulary that is worth learning. A walkabout with learners will allow the tutor to teach sign vocabulary in the environments where they apply.

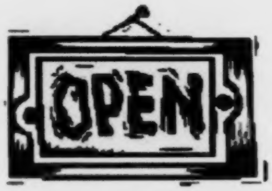
Some examples appear below:

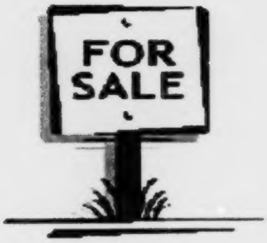

STOP
DEAD END
YIELD
CAUTION
SPEED LIMIT 50
DIP
SLIPPERY WHEN WET
NO TRUCKS
ONE WAY
MAIN
BUS PARKING ONLY
ENTER ONLY

There are many other signs that can teach community or survival vocabulary:

Bus Stop	**Enter**	**Ladies**
Caution	**Exit**	**Men**
Closed	**Fire Alarm**	**No Smoking**
Cold	**Fire Exit**	**Open**
Danger	**First Aid**	**Out**
Do Not Enter	**Flammable**	**Poison**
Down	**Gentlemen**	**Stop**
Elevator	**Hospital**	**Telephone**
Emergency	**Hot**	**Up**
Emergency Exit	**In**	**Women**







Source:
Pinellas County Schools. *Bridging the Gap: Workplace Literacy for Developmentally Disabled Adults.* Boca Raton, FL: Florida Adult and Community Education Network (ACENET), 1991, p. 18.

Activity: "Sense" Word Lists

The learner(s) or tutor can pick a topic, such as *summer*, *the zoo*, *eating in a restaurant*, *riding the bus*, and so on. The learner(s) can contribute descriptive words or phrases according to the topic. Four "sense" categories can be written along the top of a piece of paper or on a chalkboard, and the descriptive vocabulary can be written under the appropriate one(s).

Here is an example for the topic of: Babies.

Babies

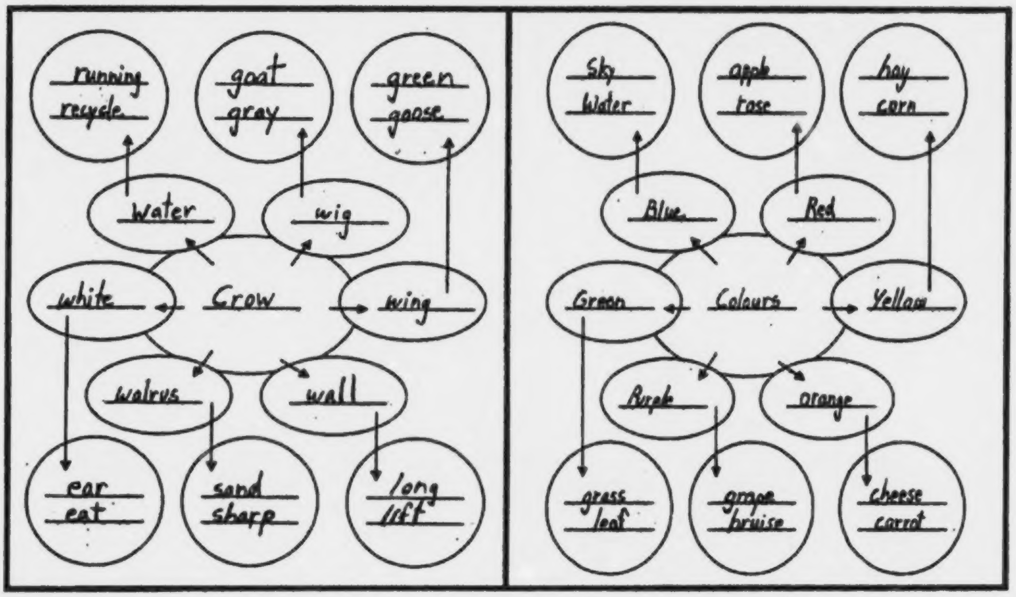
Look	Feel	Smell	Sound
Cute	Soft	Powdery	Laughs
Pudgy	Heavy	Poopy	Cooing
Smiles	Tired	Fresh	Crying
Small	Sleepy	Good	Yells

Additional categories may be chosen, too.

See Section 10 for a reproducible worksheet for this activity.

Activity: Radial Trees

A radial tree is a circular diagram that starts in the centre and expands outward, as in the diagrams below. Vocabulary words can be placed in the circles according to rules that the learner and tutor make up.

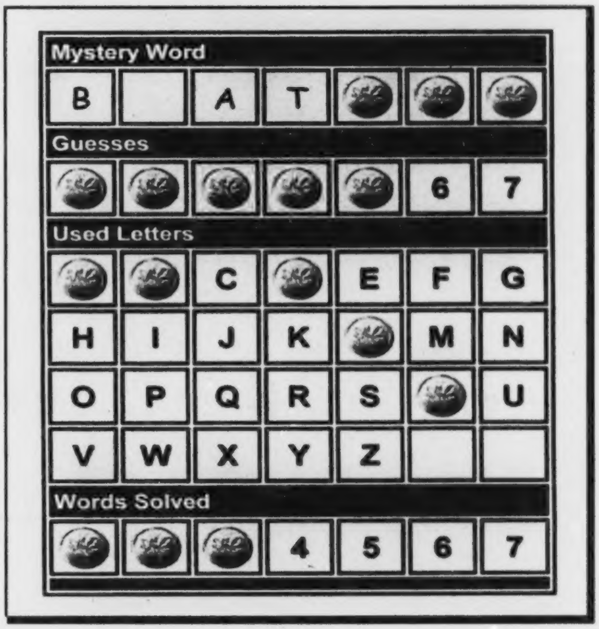

running
recycle
goat
gray
green
goose
Water
wig
white
Crow
wing
walrus
wall
ear
eat
sand
sharp
long
left
Sky
Water
apple
rose
hay
corn
Blue
Red
Green
Colours
Yellow
Purple
orange
grass
leaf
grape
bruise
cheese
carrot

Variations:

- **Last Word Links:** A word is placed in the centre circle. The next six words begin with the last letter of the centre word. The pattern continues for the next six word circles, where two words can be written beginning with the last letter.
- **Category Connections:** A topic word can be placed in the centre circle. Examples are *colours*, *seasons*, *pets*, *foods*, and so on. Six words related to the topic word can then be filled in. Finally, two words related to each of those six words can be filled in.

A radial tree template is provided in Section 10 of this *Handbook*.

Activity: Overhead Hangman



The traditional game of Hangman can be a fun vocabulary-building exercise for learners. A "Mystery Word" is chosen, and learners have a fixed number of guesses to pick letters that appear in the word. If the learner can fill in enough of the letter blanks before running out of turns, she may be able to solve the "Mystery Word" and earn a point.

A template for this activity, shown on the right, appears in Section 10 of this *Handbook*.

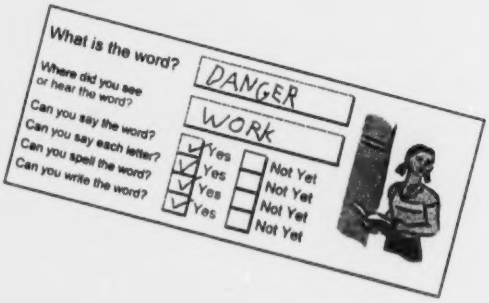
The template can be photocopied onto a blank overhead transparency, and the game can be played with a group of learners. The "Mystery Word" letters can be written in with non-permanent overhead markers. Pennies can be used to cover the appropriate squares on the template:

- For the "Mystery Word," the unused blanks can be covered before starting the game. If the word is *boat*, as in the example, three spaces will be covered.
- After each "Guess," a number can be covered. If you want the game to be harder, you can cover the later guess numbers prior to starting play.
- The "Used Letters" can be covered as the learner chooses them.
- For each win, a number in the "Words Solved" section can be covered.

The game can also be played on paper, using a pencil to write the chosen letters. The letters can be erased for the next game. Scrabble® tiles can be used to cover spaces and fill in the letter blanks in the "Mystery Word."

Activity: Word Bank

A photocopier-ready "Word Bank Worksheet" is provided in Section 10. New vocabulary words can be written into the first blank. The second blank is for indicating where the word was heard or seen – this makes it easier to discuss the word in the same context it will likely be used. Checkboxes are provided to allow the learner (or tutor) to monitor his or her ability to say the word, say its letters, spell the word aloud, and write the word down.



What is the word? DANGER
Where did you see or hear the word? WORK
Can you say the word? ☑ Yes ☐ Not Yet
Can you say each letter? ☑ Yes ☐ Not Yet
Can you spell the word? ☑ Yes ☐ Not Yet
Can you write the word? ☑ Yes ☐ Not Yet

More Ideas:

- The words in the word bank can be used in other literacy activities, such as search-a-word or crossword puzzles.
- The individual word blanks can be cut out from the worksheet. This will make it easier to count how many new words the learner has added to her vocabulary. Progress can be measured in a very tangible way.
- The cut out word blanks can also be used like flashcards for vocabulary drills.
- Since the cut out word blanks are in the shape of paper money, they could be stored in a "Word Wallet," to emphasize the "bank" theme. New words are valuable!

"The first hour began with **"The News"**. Class participants talked about their experiences during the week, what they might be looking forward to, who had a birthday, etc. This gave us clues to current interests that might be capitalized on in class and – followed by the **deep breathing** – prepare the way for concentration.

A monthly **calendar** sheet, the kind with open blocks for each day of the month, was used for each student to record upcoming events, individual schedules, the weather, birthdays, and even new words that came up in "The News," as appropriate.

Each week there was a **spelling dictation**, a real favourite with the class. Those who were just learning initial consonants wrote only the first letter and those more advanced the whole word. Those who were at a more basic level copied from the blackboard spontaneously when corrections were being done.

Early **stories** centred around feelings and were illustrated by cartoon. This provided opportunity for some to identify and learn facial expressions that they might have misunderstood or misinterpreted. ...

Short drills on alphabet, counting, counting by 2, 5, 10, 20, etc. were used, frequently interspersed throughout the night. This gave a chance to change the pace, to test skills, and to provide overlearning, so necessary for retention.

Money was a subject of interest and need. In one semester we used it exclusively to teach basic math skills. And in the second year of our program we taught the use of the calculator in doing basic operations, particularly as in regards to money.

Learning to tell time was important to many of the students.

The last part of each session was devoted to the **AUTOSKILL Reading Program.**"

Catherine Janossy
A Needs Survey & Program Description: Program Delivery for the Developmentally Challenged Adult in Grey, Bruce and The Georgina Triangle.
Walkerton, ON: The Walkerton & District Literacy Council, pp. 49-50.

"Projects worked on during the first 3 months included: individual books, using family pictures, story telling, or catalogue pictures of things each person would like to purchase. The words in turn become spelling exercises, word identification (through use of a letter game), and practised on the computer.

Students that were physically incapable of writing were able to print the words on the computer, these were printed and cut out, and the student would paste them into their books.

Flash cards were developed with survival words, which were again, turned into games and computer work.

An existing program of building blocks, on the computer, was very helpful in assisting with word, colour, and object identification. It would have been really beneficial to have had other computer programs that would build on these skills and were geared for the beginner.

Some students were able to incorporate their sign language into the letter game, word recognition, and computer learning, thus building on existing skills.

During the months of March through June students were involved in individual projects, some of which included selecting a topic, getting pictures to demonstrate activities, and developing a story line, and then putting it together in book form. All students had fun with this and this still remains one of their favourite projects.

Others used the series of "pictures without words," and a story was developed and printed in the captions.

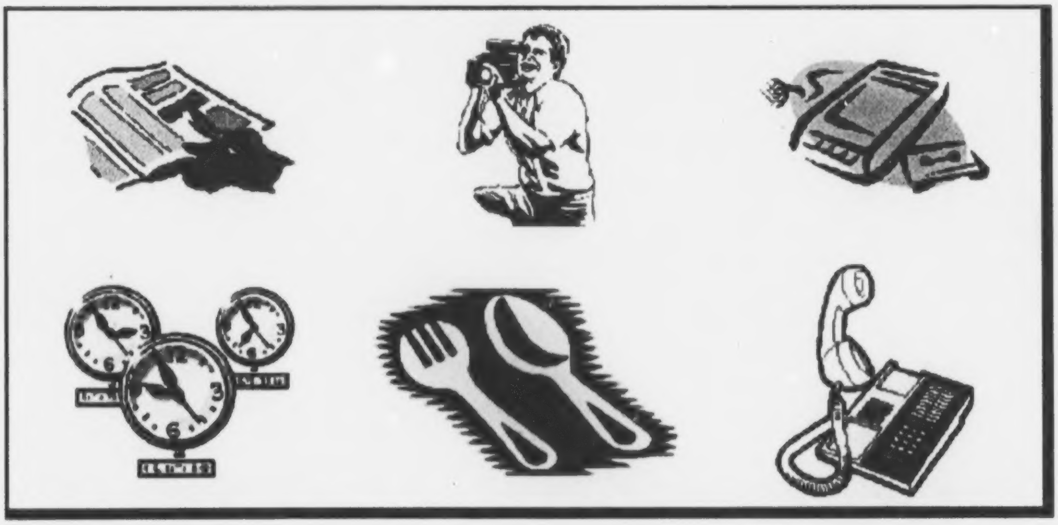
In the case of 2 people with special needs, the use of pictures to indicate the activity was used with the appropriate word and signed word."

Shirley Hollingshead

Catherine Janossy, *A Needs Survey & Program Description: Program Delivery for the Developmentally Channelled Adult in Grey, Bruce and The Georgina Triangle*. Walkerton, ON: The Walkerton & District Literacy Council, p. 57-58.

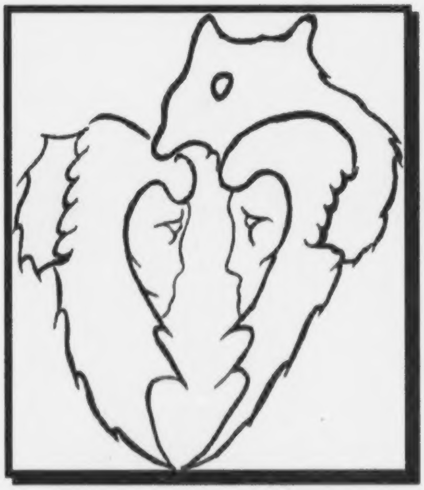
"Different learning materials can easily be made at home. Picture cards, made from magazine pictures of people engaged in the activity to be learned, are good visual aids. Video and/or audiotapes can be very effective. Many students enjoy seeing themselves on video, or hearing their own voices on a tape. These tapes can help the students assess their own progress, notice mistakes and reinforce a job well done. Models for practicing a skill can also be collected. An old clock to practice telling time, a set of plastic plates, forks, spoons and knives for table setting and an old telephone for practicing telephone dialling skills are all examples of excellent teaching materials that can be found around the home. It is best to use actual items, whenever possible, when teaching new tasks. It can be very difficult for students to learn on a 'toy' model or an abstract paper drawing of something and then be able to transfer that to real life situations."

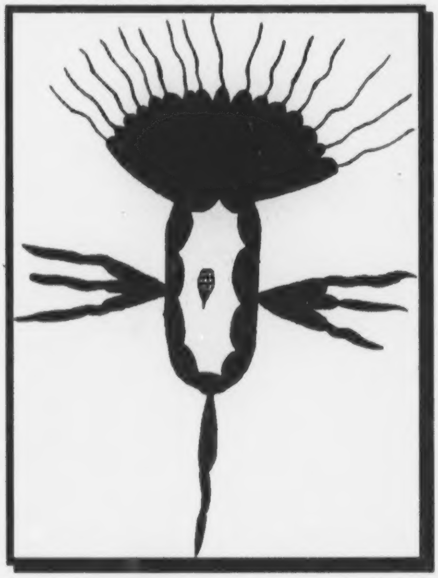
Kathleen Donohue & Patricia O'Haire
***The Parent as Teacher: A Practical Guide for Parents of Developmentally Disabled Adults*. Boca Raton, FL: Florida Adult and Comuunity Education Network (ACENET), 1991.**

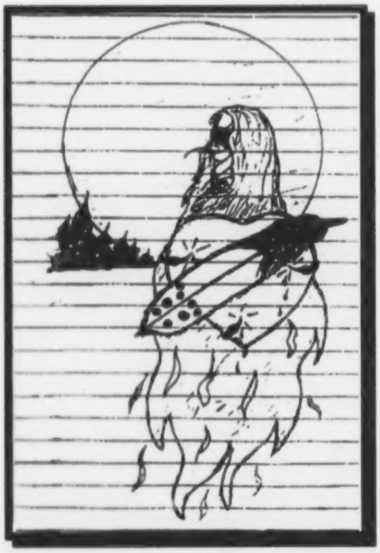


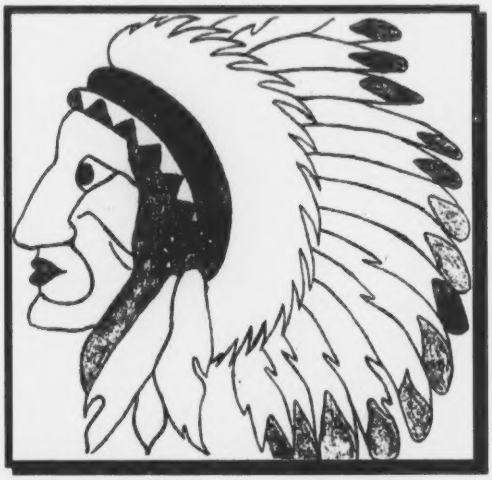
Jerry has been a Program Participant at Multiworks Corporation in Meadow Lake, Saskatchewan since August 2000 and attends a Day Program and Shop Work Programs daily.

Jerry has displayed artistic talent for many years and uses this talent to portray important aspects of his life.









Section 4
More Literacy Activities

4.1 Introduction PAGE 4-1

4.2 Reading Activities PAGE 4-2

4.3 Writing Activities PAGE 4-13

4.4 Numeracy Activities PAGE 4-26

4.5 Currency Activities PAGE 4-30

4.6 Phonics Activities PAGE 4-33

4.7 Other Activities PAGE 4-40

Section 4
More Literacy Activities

4.1 Introduction

The 38 literacy activities described in this Section are organized according to six different categories:

Reading Activities

Directed-Reading Thinking
Readings by Learners
Appropriate Texts

Writing Activities

Spelling Dictations
Copying Text
Cloze Exercises
E-Mail Accounts
Story Starters
Tracing Sheets
Memo Blank
Sentence Writing
Personal Information
Greeting Cards
Cartoon Balloons

Numeracy Activities

Dice Addition
Numeracy Vocabulary
Tracing Sheets
Numeral Flashcards
Keypad Counting
Numeracy Tables
Calculator Usage

Currency Activities

Currency Flashcards
Counting By…
Cheque Blanks
Basic Budget

Phonics Activities

Listen & Circle
Beginning, Middle or End?
You Say, I Say
Tongue Twisters
Circle Sounds
English Sounds
Pronunciation Bingo
Poetry Sounds

Other Activities

Reader's Theatre
Visiting the Library
Poetry Scaffolds
Like Letter Loops
Decision Tree

Try the activities described in the *SARC Supplementary Tutor Handbook*, too!

4.2 Reading Activities

READING ACTIVITIES

Activity: **Directed Reading-Thinking Activity**

The Directed Reading-Thinking Activity is described in Section 2 of this *Handbook*. Some examples are provided in the following pages.

STORY ONE

Special Olympian Kelly McRuvie

There are many Special Olympians here at Cosmo that have enjoyed a spectacular year in their respective sports. There is one athlete, Kelly McRuvie, however, that stands out. After last year's national speed skating event Kelly was chosen as one of only two athletes from Saskatchewan that would represent Team Canada at the Special Olympic World Games that were held earlier this month in Anchorage, Alaska. At these Games Kelly performed very well, earning two gold medals in the 777 m and 1000 m and a silver medal in the 500 m. Congratulations on a job well done Kelly. We are all very proud of you.

Kelly Pasloski, Golf Shipping and Receiving
Cosmopolitan Industries (Saskatoon)

Quoted from:

Kelly Pasloski, "Special Olympian Kelly McRuvie," in *The Cosmo Communicator*, Vol. 21, Issue 3 (March 2001), p. 1.

Background:

- **Cosmo:** Cosmopolitan Industries is located in Saskatoon. It is a member of the Saskatchewan Association of Rehabilitation Centres. Cosmo provides programming and opportunities – both vocational and recreational – to the people it serves. Work skills are taught through the provision of services and development of products. Cosmopolitan's two largest initiatives are its Waste Reduction Initiative and Golf Division.
- **Speed Skating:** These skaters can go fast! Speeds can reach 48 km/h in sprint races. The ice surface is a skating oval of 400 metres or 111 metres. Speed skaters wear tight uniforms to reduce wind resistance. Protective equipment like helmets, kneepads, and gloves are worn. They wear skates that have longer blades than those of hockey players, so they can make better contact on the ice. The blades can be up to 45 cm long. Skates are different for long-track and short-track skating.
- **Special Olympics:** The Special Olympics is an international program of year-round sports training and athletic competition for more than one million children and adults with disabilities. There are Special Olympics programs in nearly 150 countries. In Saskatchewan there are 22 participating communities (8 Zones), with 1,500 registered athletes and 500 registered volunteers. The Special Olympic oath is: "Let me win. But if I cannot win, let me be brave in the attempt."
- **2001 Games:** The 2001 Special Olympics World Winter Games were held in March in Anchorage, Alaska, USA. Nearly 7000 people from more than 80 countries were in Alaska for this international sporting event.

World Winter Games · Les Jeux Internationaux d'hiver
CANADA
ALASKA 2001

Vocabulary:

Some words from the story that can be reviewed prior to reading are:

- Special Olympian
- spectacular
- respective
- athlete
- national
- Team Canada
- Anchorage, Alaska
- performed
- medals
- congratulations

Vocabulary can be examined after reading the story, too.

Discussion:

Here are some questions that you can discuss along with your learning partner:

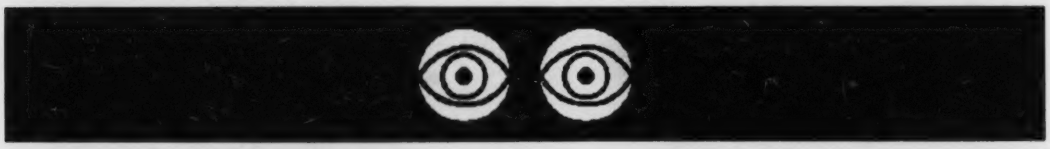
- ⑦ Have you participated in Special Olympics? What sport(s) did you compete in? Do you know others involved in Special Olympics?
- ⑦ What sport did Kelly McRuvie participate in? What are some other winter sports? What are some summer sports?
- ⑦ How many athletes from Saskatchewan participated in the Special Olympic World Winter Games?
- ⑦ Why is everyone at Cosmopolitan Industries proud of Kelly? Are you proud of her?
- ⑦ How many medals did Kelly McRudie win at the competition? What do the different medals stand for?

STORY TWO

Person in a View

This month, I'd like to introduce to you Irene Suru. Irene moved to Kindersley in September 2000 with her twin sister Margaret. Previously, she had lived for a short time with her brother in Kerrobert and, before that, in Penticton, BC. Irene was born on July 1st, 1949 in Spiritwood, SK, and wants you to know that she was born first, having a 15-minute head start on her sister Margaret!! She has 3 older brothers, Steve, Joe, and Lloyd. Steve lives on a farm in Kerrobert, Joe lives in Penticton and Lloyd lives in Rocanville, SK. Her school days were spent in Kerrobert. In 1975, Irene and Margaret moved to Penticton with their parents and lived there until coming back to Saskatchewan in 1999. Irene has 4 nieces and 3 nephews and also some great nieces / nephews. Her favourite colour is blue and she likes movies such as "The Sound of Music", "Mary Poppins", and "Grease". You will always hear Irene singing if the radio is on and she seems to know all the hit tunes. She also likes Neil Diamond, The Eagles and The Rolling Stones. In 1990, Irene, Margaret and their Mom took a Pilgrimage Tour to Yugoslavia and took in some sights in London, England. Irene likes to play ping-pong, basketball and volleyball. One of her hobbies includes latch hook, which she says is fun to do. On Tuesdays she enjoys bowling and takes in floor hockey on Thursdays. Irene resides at Group Home 1 with her sister Margaret. It's great to have you here!!

Jacqui DeLong
West Central Industries (Kindersley)

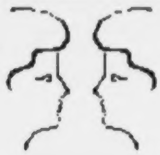


Quoted from:

Jacqui DeLong, "Person in a View," in *Let's Talk Central*, Vol. 9 (January 2001), p. 10.

Background:

- **Group Home:** Group Homes are staffed, family-style homes which provide care, supervision and some training for adults with mental disabilities. Non-profit corporations throughout the province operate homes. Residents usually attend activity centres or sheltered workshops during the day. Most of Saskatchewan's Group Homes accommodate from six to eight residents.
- **Twin:** Identical twins are born at (almost) the same time. They look very much alike in appearance, so that they are difficult to tell apart. They may dress the same, adding to the confusion!
- **Pilgrimage:** A pilgrimage is a special trip that a person or a group takes to a special place of religious importance, in order to participate in prayers, processions, chants or other activities.
- **Yugoslavia:** Yugoslavia is a country in southeastern Europe. It is in an area known as the Balkans. Its capital is called Belgrade.
- **London, England:** London is a large city in Europe. It is located in England and is the capital of the United Kingdom, an island nation. The city has 7 million people and is important for finance, industry, and culture.
- **Latch Hook:** Latch hook is a hobby where people create rugs by attaching pieces of yarn onto a mesh canvas. Hobbyists use a special hand-held tool, the latch hook.



YUGOSLAVIA

Vocabulary:

Some words from the story that can be reviewed prior to reading are:

- basketball
- bowling
- floor hockey
- great nieces/nephews
- group home
- head start
- introduce
- latch hook
- London, England
- month
- Neil Diamond
- Pilgrimage Tour
- ping pong
- The Eagles
- The Rolling Stones
- twin
- volleyball
- Yugoslavia

Review vocabulary after reading the story, too!

Discussion:

Here are some questions that you can discuss along with your learning partner:

- What is special about Irene's birthday?
- Irene has a twin sister and three brothers. Do you know any twins? How many people are in your family?
- Irene lives in a group home with her sister. She used to live with different members of her family. Where do you live?
- What are Irene's favourite movies? What are your favourite movies?
- What are Irene's favourite bands? What are your favourite bands?
- What are Irene's favourite sports? What sports do you play?

STORY THREE

PURRR Recycling...

We are no longer SARCAN Recycling; we are now called PURRR Recycling.

Staff at SARCAN Unity discovered a cat in a trailer under some pallets, and couldn't get the cat out. They called Saskatoon Processing to report the cat. They said it might be dead or alive and that the cat had appeared wild. During the trailer switch at Unity, the cat apparently jumped ship from his hideout and into the new warm, empty trailer, because Saskatoon Processing did not find the fugitive.

However, when the next truck from Unity arrived at Processing, staff opened the trailer, and yes, there was a cat inside, very much alive, stinking to high heaven and wilder than heck. When someone caught the cat, it clawed right through his glove, forcing him to drop it.

The cat escaped. Freedom again! It then hid in the beer trailer. Staff moved pallets out of the beer trailer to capture the creature but it escaped again! The SPCA (Society for Prevention of Cruelty to Animals) was called to rescue the cat. It was finally cornered in the small lunchroom and taken to the SPCA.

Sadly, the cat was quite ill as a result of his extended adventure, and has gone where all good cats go.

SARCAN Unity

Quoted from:

"PURRR Recycling," in *The SARCAN Spirit*, Vol. 3, No. 8 (April 1999), p. 3.

Background:

- **SARCAN Recycling:** SARCAN Recycling runs 71 depots across Saskatchewan to collect ready-to-serve beverage containers for recycling. It is the recycling division of SARC, the Saskatchewan Association of Rehabilitation Centres. Many employees are people with disabilities.
- **Pallet:** A square, wooden base made of planks used to store or help ship products. Pallets are used, for example, to move and ship cases of carefully stacked, empty beer bottles (in cases).
- **Saskatoon Processing:** This refers to the SARCAN Processing plant, where the collected beverage containers are prepared for shipment to the recycling companies. There is a processing plant in both Saskatoon and Regina.
- **SPCA:** The Society for Prevention of Cruelty to Animals is an organization that promotes caring attitudes toward animals. Education programs are conducted in schools and the wider community. The SPCA helps to enforce animal protection laws. They also provide animal care services in the community, such as shelters.
- **Beer Trailer:** A semi-trailer used to transport pallets of empty beer bottles from depots to a processing plant.

Vocabulary:

Some words from the story that can be reviewed prior to reading are:

- adventure
- corner
- extended
- freedom
- fugitive
- hideout
- "jumped ship"
- pallet
- recycling
- rescue
- Saskatoon Processing
- SPCA
- "stinking to high heaven"
- "where all good cats go"
- "wilder than heck"

Vocabulary can be reviewed before and after reading.

Discussion:

Here are some questions that you can discuss along with your learning partner:

- ⑦ Why did the writer choose the title?
- ⑦ How many times did the cat escape? Why was the cat so hard to catch?
- ⑦ Did you ever have a pet? Do you want one? What kind?

Activity: Readings By Learners

Section 9 provides 35 readings written by adult learners. Most have been labelled as having an intellectual / developmental disability. The writings are on subjects that many adult learners can relate to.

Readings 1-35

These readings can serve as appropriate texts for learners and tutors to work on. Learners may also want to write their own texts, using the readings in Section 9 as models. If others can do it, why can't they?

Activity: Appropriate Texts

Appropriate published reading materials for learners with intellectual / developmental disabilities are often in short supply. There are several titles, however, that would be worth obtaining to use in your work with learners. Here is a listing, in no particular order:

- Cindy Crichton. *Reader's Theatre for the Mentally Challenged*. Olds, AB: Project Read Soon (The Mountain View Society of Alberta), 1997.
- Darlene Stevens and Terrie Moar. *People Reading Series*, including *Instructor's Manuals*. Selkirk, MB: Continuing Education Department, Lord Selkirk School Division, 1995.
- Darren Crawford and Angele Hubert. *The Challenges of Literacy and Employment*. With *Facilitator's Notes* by Susan Devins and Maureen Sanders. Edmonton, AB: PROSPECTS Literacy Association, 1995.

- Debbie Baker. *A Plain Language Guide in Reading, Writing and Math.* Kentville, NS: Partners in Employment Outreach, Spring 1998.
- Jean Bennet, Richard Jaccoma, and Lee Weinstein (eds.). *So Far: Words from Learners.* Markham, ON: Fitzhenry & Whiteside, 1997.
- Lynda E. McPhee. *"My Turn to Cook!"* Tisdale, SK: Cumberland Regional College Literacy Program, 1996.
- Roeher Institute. *The Right to Read and Write: A Straightforward Guide to Literacy and People with a Mental Handicap in Canada.* Toronto: Roeher Institute, 1990.
- *Job Shadow Series of Readers.* Edmonton, AB: PROSPECTS Literacy Association, 1995. http://www.nald.ca/CLR/Shadow/prospect.htm
- Robert Collie. *Getting Along.* (The New Start Reading Series). Toronto: East End Literacy Press, 1985.

Section 8 also provides a list of publishers of educational and other materials that may be appropriate for learners with intellectual / developmental disabilities.

4.3 Writing Activities

WRITING ACTIVITIES

Activity: Spelling Dictations

An activity that can be done regularly with individuals or groups is spelling dictations. The words tested should be the ones that have already been studied. This activity can be customized to the skill level of the learners:

General Skill Level	Modifications
➡ "Advanced" 💡💡💡	➡ The learner can write the entire word, as dictated.
➡ "Intermediate" 💡💡	➡ The learner can write the letter of the initial consonant of the word.
➡ "Beginning" 💡	➡ The learner can copy the words from the blackboard when corrections are being done.

Testing situations may be very uncomfortable for learners with intellectual / developmental disabilities, since they may have had negative prior schooling experiences. The tutor may want to try this activity only after the learner has become comfortable in the new learning situation.

Source:
Catherine Janossy, *A Needs Survey & Program Description: Program Delivery for the Developmentally Challenged Adult in Grey, Bruce and The Georgina Triangle*. Walkerton, ON: The Walkerton & District Literacy Council, pp. 49-50

Activity: Copying Text

The learner can simply copy the text from an appropriate written work into an exercise book. Copying can help learners to:

- Form letters and words
- Recognize words
- Practice writing upper and lower case letters
- See the correct usage of punctuation
- Be comfortable holding a pencil
- Feel like writers

The readings in Section 9 or the Dolch words in Section 10 can be used for this copying exercise.

Activity: Cloze Exercises

Cloze exercises require that learners fill in missing words from a written passage. The activity tests a learner's reading comprehension, since they must draw on context clues, general understanding, and background knowledge. New vocabulary can be reinforced.

This exercise is most effective if the learner has composed the written passage or if it is a passage the learner is very familiar with.

Creating a Cloze Activity Sheet:

- **Select a Passage:** Choose a written passage that is geared toward the learner's interests and current reading level. A passage that the learner has composed can work well for this activity.
- **Choose Words to Replace with Blanks:** Try to leave important parts of the passage intact in order to allow the learner to establish some context. Examples are the first sentence of a paragraph, or the first and last paragraph of a story. Replace every 7th to 9th word with a blank space. Avoid replacing numbers, colours or proper names. Make a word list of the words replaced by blank spaces.
- **Rewrite the Passage:** Using a blank paper and pencil or a word processor, write out the modified passage, including the blank spaces. Double-space the lines of the passage. The word list can appear below the passage. The words can be placed in alphabetical or random order.

Carrying Out the Activity:

- **Read the Passage:** The learner can begin by reading the entire passage silently. If necessary, the tutor can read the passage aloud. The word list, if any, can be read, too.
- **Fill in the Blanks:** The learner can re-read the passage, filling in the blanks as he or she goes along. Reference can be made to a word list, if one is provided.
- **Check the Answers:** The learner and tutor can go over the correct answers together. Attention can be given to words that caused some difficulty. If the learner gets at least the half the answers correct, the tutor can be confident that the passage was at an appropriate level. The tutor can ask the learner to read the corrected passage aloud.

Source:
Laubach Literacy Ontario. *Training Post – Providing Training Resources to Volunteer Tutors and Literacy Tutors in Ontario.* (Web Site)
[http://www.trainingpost.org/1-2-over.htm]

This activity can be customized to the skill level of the learners:

General Skill Level	Modifications
➡ "Advanced" 💡💡💡	➡ The learner can fill in the blanks without the aid of a word list. Passages can be longer, and can have more blank spaces, which can appear more often.
➡ "Intermediate" 💡💡	➡ The learner can fill in the blanks with the help of a word list. Passages can be shorter, with fewer blank spaces. The passage may need to be read aloud while the learner follows along.
➡ "Beginning" 💡	➡ This exercise can be done orally to make it easier for the non-reader. Short passages with very few blanks and a word list can be used. Alternatively, a choice of two different words could appear after each blank.

Some Ideas:

- This activity can be done as a group dictation exercise. The passage can be read aloud, while the learners write down the missing words. A pause after each sentence will allow the learners time the write the word(s). Doing the activity in this way challenges listening and comprehension skills. Learners will have practice writing new vocabulary.
- The cloze passage can be put on an overhead transparency. A group of learners can provide the answers, while the tutor writes them on the overhead. Learners with lower skills can be asked to fill in the blank. Other students can be asked to spell the word before it is written.

Examples:

The following examples are created from learner writings from Section 9.

The House is Fixed

The builders fixed up the basement and then they ____ up the bedrooms. The ______ are painting the walls and putting down the smooth edge. When the ____ dry, they will lay the carpet underlay. Soon we will clean out the ______ and put the vans in it.

Robert Almas
Invergarry Learning Centre (Surrey, BC)

Word List

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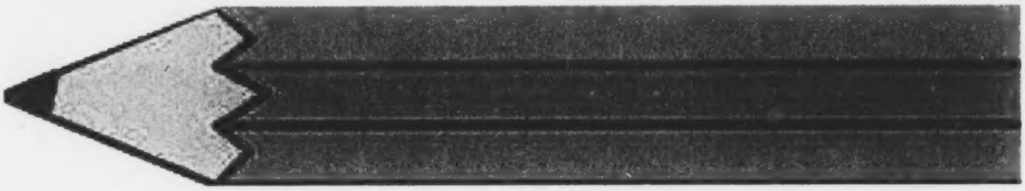
builders **garage** **fixed** **walls**



Donald's Morning

Donald gets up at 7:00. He washes his ____ and his face. He shaves with his ____.

Then Donald makes his bed. ____ makes coffee and lets his ____ Tiger out. Donald makes toast. On Sunday Donald makes bacon.

Donald brushes his ____ and his ____.

Donald Briggs
Cypress Hills Ability Centre (Shaunavon, SK)

Word List

hair
cat
Donald
hands
razor
teeth

This activity can be used with individual words, too.

worksh_p ➤ workshop

bo_ling ➤ bowling

Activity: E-Mail Accounts

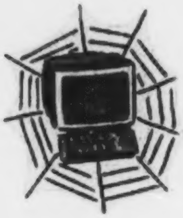
A literacy activity that can be successful with learners with intellectual / developmental disabilities is setting up e-mail accounts for them. This can be done quickly, easily and inexpensively through a web-based e-mail provider, such as Hotmail, Canada.com, Yahoo, and others. With only one machine with Internet capabilities, several learners can take turns accessing their accounts.

Learners can compose messages to their tutor or to other learners, or they can write others in the community and beyond, such as friends and relatives. Rehabilitation Centres, Associations for Community Living, and/or literacy programs may want to set up "pen pal" arrangements with each other, too. Try the following web site: [www.penafriend.com].

The tutor can help learners with salutations, closings, correct message format, and which buttons to click.

Advantages:

- **Expanded Options:** Learners are able to expand their writing options by recounting their experiences using a new format. Learners will be able to communicate with others whom they may not otherwise reach.
- **Practical:** Instead of practising writing in isolation, learners are using their skills for a real reason.
- **Motivation:** Learners will be motivated to practice writing simply because they are using the computer.



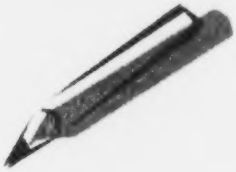
- **Immediacy:** E-mail allows learners to send messages and receive responses in a much shorter time period compared to surface mail. This will keep them interested in the activity and in practising their writing.
- **Added Learning:** Through learning how to compose an e-mail message, learners will learn and practise other computer skills, such as keyboarding, using the mouse, and using the spell checker.

Activity: Story Starters

It is sometimes difficult for a learner to decide what to write about, especially when asked to write fiction. To make such compositions easier, the tutor can provide the first part of an existing story, and then ask the learner to finish it.

Two examples of beginning sentences are:

- One day I went fishing...
- One cool fall day...



Brenda Galbraith and Jodi Doka, two learners from Kipling Industries, each wrote a story using one of these "story starters." Their writings can be found in Section 9 of this *Handbook*.

Other beginning sentences to try:

- It was a dark and stormy night...
- My name is...
- If I had a million dollars...
- My favourite pet...

* * *

This activity can be modified in a few ways:

- Depending on the skill level of the learner, the tutor may want to provide a title only, an opening sentence, or the entire first paragraph.
- The learner and tutor can exchange story beginnings to complete.
- The same story can be exchanged after each sentence is written! These stories usually turn out strange and very funny.

Source:
"Tutor Tips," in *Tutor Topics: A Newsletter for Volunteer Tutors at Frontier* College. Vol. 1, No. 5 (March 1999), p. 4.
[http://www.frontiercollege.ca/english/public/newslet/tutor/march99/page4.htm]

Activity: Tracing Sheets

Learners who are learning the alphabet can be assisted by using tracing sheets to form the letters. Tracing sheets are provided in Section 10. Upper-case letters, lower-case letters and numbers are included. Arrows serve as guides for the direction one's pencil must go to form the letter or number.

When writing with the assistance of tracing sheets, you may want the learner to focus on groups of letters that are formed similarly.

Lower Case Letters

Small Letters

Straight	i	v	w	x	z
Circular	o	a	c	e	s
Combined	r	n	m	u	

Tall Letters

Straight	l	t	k
Circular	b	d	
Combined	h	f	

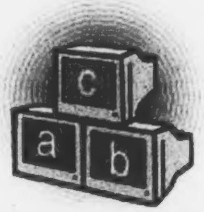
Letters Extending Below the Line

Straight	y	
Circular	p	g
Combined	j	q

Upper Case Letters

Strokes

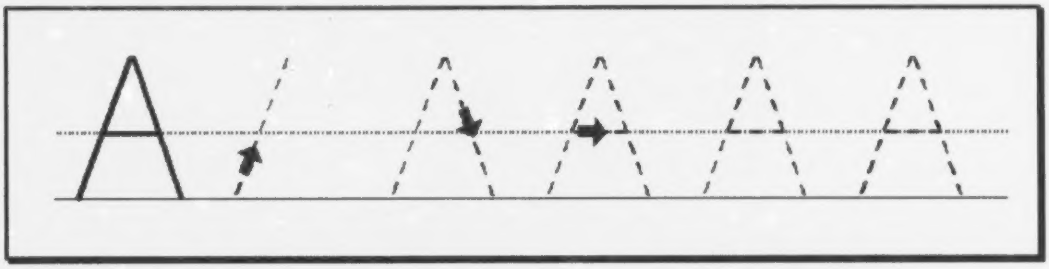
Straight Stokes	E	F	H	I	L	T		
Slant Strokes	A	K	M	N	V	W	X	Y
Circular Strokes	C	G	J	O	Q	U	S	



Source:
Linda Johansson, Kathy Angst, Brenda Beer, Sue Martin, Wendy Rebeck & Nicole Sibilleau, *Canadian Language Benchmarks 2000: ESL for Literacy Learners*. Ottawa, ON: Centre for Canadian Language Benchmarks, 2000, p. 5.
[www.language.ca]

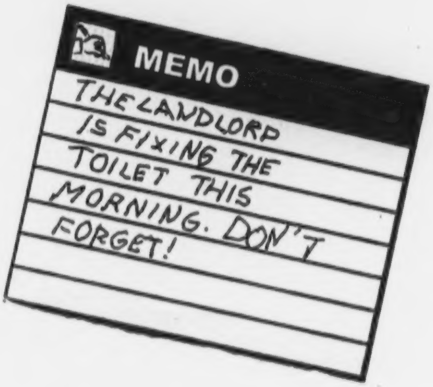
Special attention should be devoted to teaching the alphabet. People with intellectual / developmental disabilities sometimes find it difficult to distinguish between letters, especially those that have similar shapes.

Lower case letters may be easier to learn because they have more distinctive shapes.



Activity: Memo Blank

A photocopier-ready "Memo Blank Worksheet" is provided in Section 10. Learners can practice their writing through writing memos, either as reminders to themselves or as messages to others. The learner and tutor may want to write out memos based on situations they make up, such as the landlord coming to do repairs.



MEMO

THE LANDLORD IS FIXING THE TOILET THIS MORNING. DON'T FORGET!

Activity: Sentence Writing

Another writing activity can be writing sentences based on chosen key words. The key words can be words important to the learner, whether they are social sight words, names of important people, or work-related vocabulary.

A "Sentence Writing Worksheet" is provided in Section 10. Each sheet has spaces for three new sentences. An example appears below:

Key Word: Fire Extinguisher

Sentence: The shop fire extinguisher is near the large overhead door.

Activity: Personal Information

Filling out various forms independently is an important literacy skill for learners to possess. The learner and tutor can use the "Personal Information Worksheet" provided in Section 10 as the basis for learning this skill. The worksheet asks several categories of information. Actual forms (time cards, library card application, OH&S concern form, census form, etc.) should be used for teaching as well.

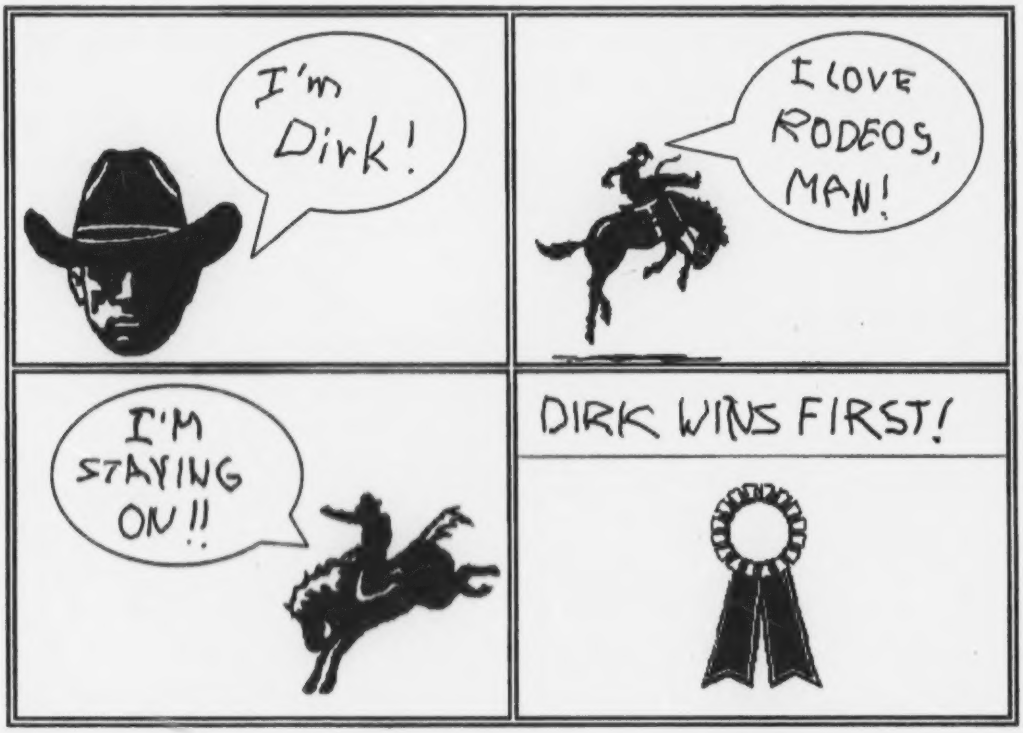
Activity: Greeting Cards

Learners and tutors can practise writing through sending greeting cards to friends and family.

- This is a good activity for less-experienced writers, as less writing is required than writing entire letters.
- Learners can practise addressing envelopes.
- This activity can be done in coordination with the "Monthly Calendar Sheets" activity described in Section 3. Cards for birthdays, anniversaries, and so on can be made out and mailed in time for special events.
- The cards can be homemade, making use of the learner's own artwork or photographs or using the computer!

Activity: Cartoon Balloons

Filling in the word balloons to cartoon strips can be a fun writing activity. Comics can be photocopied, and the word balloons can be blanked out with liquid paper. They can then be enlarged with the photocopier, ready for the learner to fill in.


I'm Dirk!
I LOVE RODEOS, MAN!
I'M STAYING ON!!
DIRK WINS FIRST!

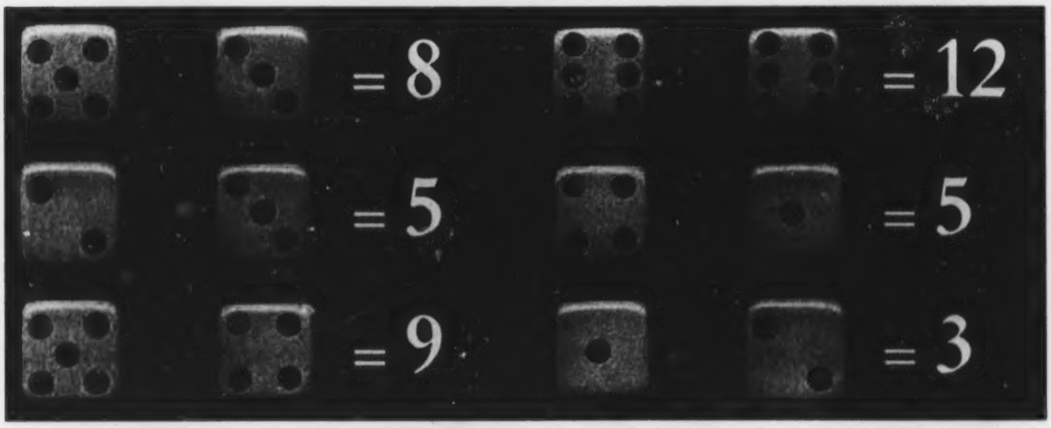
Cartoons that feature adult characters and a lot of action are easier to relate to and easier to provide text for.

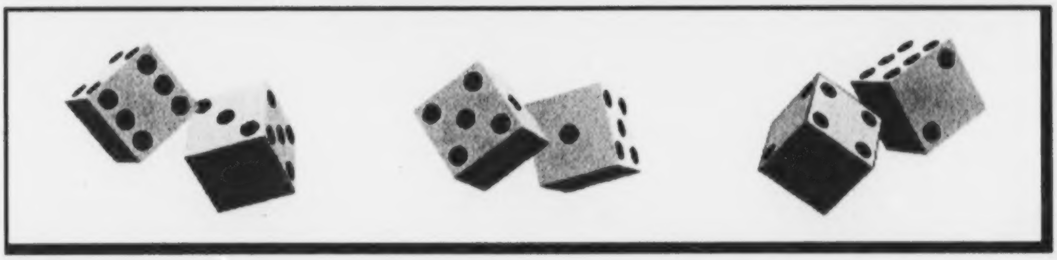
4.4 Numeracy Activities

NUMERACY ACTIVITIES

Activity: Dice Addition

Dice can be a fun way of learning addition skills. The sums will not be higher than 12 if only two dice are used, so this activity should be less intimidating for learners with lower skills. Games involving dice can also be played, which will make "dice addition" seem like a very applicable literacy activity in the eyes of learners.





Activity: Numeracy Vocabulary

It is important that learners understand numeracy vocabulary, including mathematical functions and the link between numbers and number names.

Two sets of flashcards could be created, one with number names and the other with the corresponding numbers:

Number Names	Numbers
Twenty-Five	**25**

The learner could match the flashcards with number names to the correct number flashcards. Also, each set of flashcards could be mixed up, and the learner could be asked to put them in numerical order.

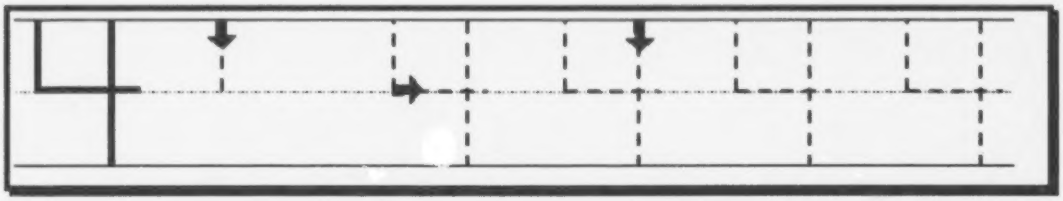
A "Flashcard Blanks" master sheet is provided in Section 10. A "Written Numbers Chart" also appears in Section 10. It can be copied for learners to study or refer to.

Other Numeracy Vocabulary:

- Add
- Subtract
- Equals
- Plus
- Times
- Minus
- Number
- Mathematics
- Addition
- Positive
- Subtraction
- Division
- Divide
- Multiply
- Negative

Activity: Tracing Sheets

Learners who are learning the numbers may find tracing sheets helpful. Section 10 provides a set of numeral tracing sheets (0-9). Arrows serve as guides for the direction one's pencil must go to form the number.



Activity: Numeral Flashcards

Numeral flashcards master sheets are provided in Section 10. The numbers zero to nine are included. The learner and tutor can do drill exercises to learn the digits.

Activity: Keypad Counting

Teaching number recognition in the context that numbers will be seen can be effective for learners. As such, Section 10 includes keypads for a telephone, computer keyboard, and calculator.

Activity: Numeracy Tables

Three charts focusing on mathematics are included in Section 10. The charts can be photocopied for use with learners.

Descriptions:

- **Addition:** This is an addition table for the numbers zero to ten. Some equations are given on the page.
- **Subtraction:** This is a subtraction table for the numbers zero to ten. The positive numbers are highlighted; the negative numbers appear above. Some equations are given on the page.
- **Multiplication Table:** This is a times table for the numbers zero to ten. Some equations appear on the page.

Activity: Calculator Usage

Although it is helpful for learners to grasp mathematical concepts, the tutor may want to also teach calculator usage. Most people, regardless of their level of numeracy skills, will pull out a calculator before they pull out a pencil to do mathematics.

Learners can use the calculator to check their paper and pencil mathematic work. A small pocket calculator can be carried at all times. The tutor and learner may want to use the calculator in a real-world situation, such as at the grocery store.

The calculator keypad from Section 10 may be helpful in teaching calculator skills.

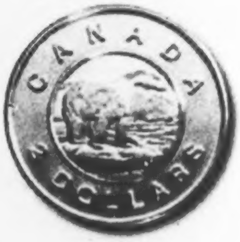
4.5 Currency Activities

CURRENCY ACTIVITIES

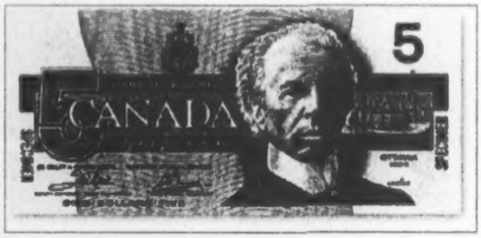
Activity: Currency Flashcards

Flashcard drills can be used to teach learners to recognize Canadian money. (Actual coins should also be used, especially with tactile learners).

Section 10 provides a set of Canadian coin flashcards and Canadian paper money flashcards. The picture of the money appears on one side, and the written descriptions are on the other side.



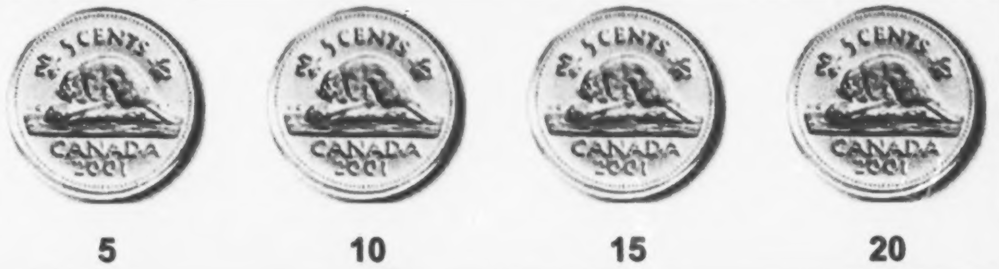
$2.00
Two Dollar Coin
"Toonie"



$5.00
Five Dollar Bill
"Five"

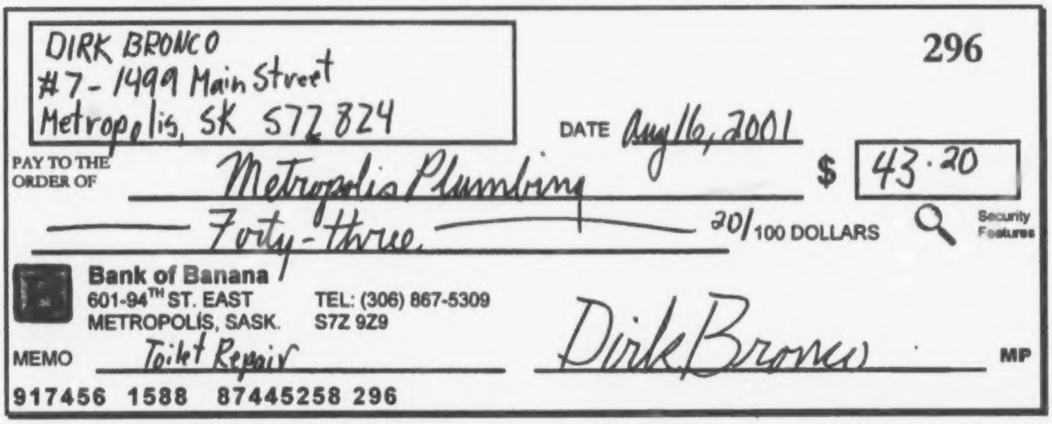
Activity: Counting By...

Being able to count out currency, either coins or bills, is an important skill for learners to master. Section 10 provides a chart that shows counting by ones, twos, fives, tens and twenty-fives. The chart may help learners practice counting out money.



Activity: Cheque Blanks

An important banking skill is being able to fill out a personal cheque. A cheque blank worksheet is provided in Section 10 that will allow learners and tutors to work on this activity. Being able to bank independently is an essential skill for learners wanting to thrive in the community.



DIRK BRONCO
#7-1499 Main Street
Metropolis, SK S7Z 824

296

DATE Aug 16, 2001

PAY TO THE ORDER OF Metropolis Plumbing $ 43.20

Forty-three 20/100 DOLLARS

Security Features

Bank of Banana
601-94TH ST. EAST
METROPOLIS, SASK.
TEL: (306) 867-5309
S7Z 9Z9

MEMO Toilet Repair

Dirk Bronco

MP

917456 1588 87445258 296

The "Written Numbers" chart in Section 10 can be used to help fill in the amount line on the cheque blanks.

The learner and tutor can work on completing other banking forms, too.

Activity: Basic Budget

A very basic budget form is provided in Section 10 to help teach financial planning concepts. The form is divided between income and expenses categories, where items and values can be filled in. This form can be used for daily, weekly, or monthly budget exercises.

A good resource for teaching budgeting is:

☆ Wellington County Literacy Council. *The Budget Workbook.* Walkerton, ON: Wellington County Literacy Council, 1998.

This is an everyday guide to managing money. The learner will be able to complete interesting and practical exercises.

4.6 Phonics Activities

PHONICS ACTIVITIES

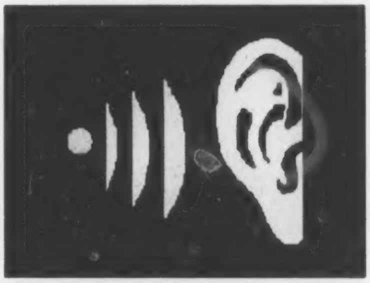
Activity: Listen & Circle

Learners can be given prepared word lists, such as the example below:

1.	Run	Fun	Bun
2.	Name	Main	Man
3.	First	Fist	Fits
4.	Burger	Burn	Burglar

The tutor can say one of the words in each list, and ask the learner circle the correct word.

Modifications:



- ➧ The words can be similar sounding (rhymes).
- ➧ The words can be spelled similarly.
- ➧ The words lists can contain important sight words or survival vocabulary.
- ➧ More advanced learners can have longer word lists, with more difficult words.

Activity: Beginning, Middle or End?

Learners can be asked to identify where a specific sound appears in a word. For example, the tutor can ask, "Where do you hear the *sh* sound in the word *washing*? Is it the beginning, the middle, or the end?"

This activity will help learners develop their listening skills, as well as help them learn the sounds of the English language.

Beginning?	**Middle?**	**End?**

Activity: You Say, I Say

The tutor can read a word from a word list, and ask the learner to repeat the word. Listening and pronunciation skills are being used.

- The tutor and learner can take turns leading this activity.
- The tutor can add dramatic expressiveness when the word is spoken. This will work well with words such as *quiet*, *roar*, *squeak*, and so on.
- The tutor can choose words with sounds that the learner has difficulty making. The sound should appear in different places in the words that are chosen.
- Sound can be learned in the context of actual words.

Activity: Tongue Twisters

Tongue twisters may help learners develop voice projection and pronunciation skills. An example is:

Sandy smelled the sickly slop.

"One of the techniques we used at the start of every session was a tongue twister. We used sentences like; "Bobby bought a box of budgies." These had a two-fold purpose. The first use was to build in success. As most people – even non-readers – will recognize their own name, I would develop a tongue twister for each reader. The second use was to help individuals pronounce certain letters. Sometimes if a person has a speech impediment, trying to learn phonics is very difficult. Tongue twisters enable the learner to practice making specific letter sounds. If I knew a specific person was having difficulties with a certain letter, I would develop a tongue twister using that letter. As you can imagine, I am now fairly good at writing tongue twisters! A participant reads the tongue twister and then the director asks, "What letter are we working on?" The participant identifies the letter and then the director asks, "What sound does that letter make?" The participant then makes the sound of that specific letter. For example, "B" makes the sound "buh."

Cindy Crichton
Addressing Literacy Potholes. Session presented at *Directions 2000 – Paving our Road to Inclusion*, Saskatchewan Association of Rehabilitation Centres (SARC) Annual General Meeting and Conference, Saskatoon, SK, June 2-3, 2000.

The tutor and learner can brainstorm words that begin with a certain letter, and from that word list, develop the tongue twister. Repeating the tongue twister over and over will challenge pronunciation skills.

Some Tongue Twisters:

Chef Susan showed how a super soup should be!

Big Bobby bought a box of brown biscuits and bagels!

A fly and a flea flew into a flapping flag and fell flat!

Betty brought Bambi blue bags bursting with billions of beverage bottles for bucks!

Why would we want to weave words so weirdly?

Gangs of grey geese grazed gaily on the green grass!

Andrea announced another ancient aunt's anniversary.

Activity: Circle Sounds

"Circle Sounds" worksheets are provided in Section 10. The learner has to look at the picture, determine what the word is, and circle the letters that make a particular sound. The worksheets are divided into four categories:

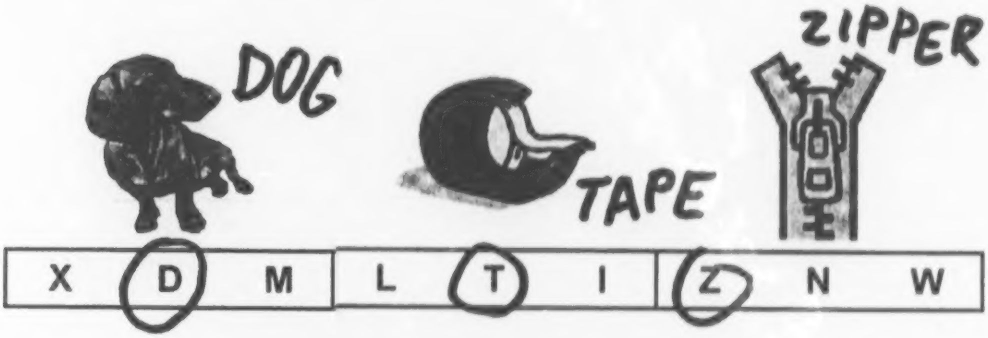
Beginning Consonants	**Ending Consonants**
Initial Clusters	**Final Clusters**

For example, the learner may be asked to circle the letters that stand for the initial cluster sound of the word *shout*. She would circle "SH."

More advanced learners may wish to write the words on the worksheets, too.

For less advanced learners, the tutor may want to do this exercise orally as the learner goes through the worksheet. For example, the tutor can ask, "What is the ending sound of the word *can*?"

Completed Example for Initial Consonant Sounds:



Activity: English Sounds

Section 10 includes two charts that list the sounds of English (vowels, diphthongs, consonants). The phonetic symbol is given for each sound of English. For each distinctive sound, some sample key words are given. The tutor can have the learner practise these and other key words in order that they improve in making the sounds of English.

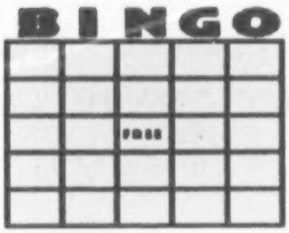
Activity: Pronunciation Bingo

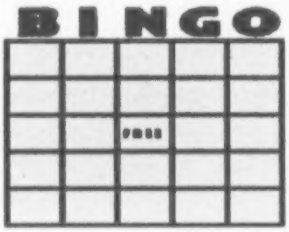
The first step in this activity is to choose a large list of words that sound similar. Examples are: *bass*, *bat*, *back*, *put*, *pat*, *pit*, *cop*, *cup*, *cap*, and so on. Each word can be written on a card, until you have a large stack. The "Flashcard Blanks" sheet in Section 10 can be used to make these cards.

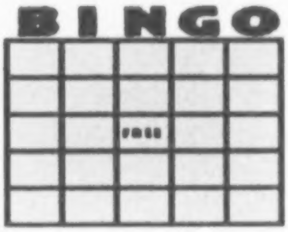
The next step is to fill in blank bingo cards with 24 words each from the large list. A blank bingo page is provided in Section 10. A few different cards (5-6) will be enough to play this game with several players.

From the stack of word cards, a word will be read aloud. If the correct word appears on the learner's card, she will cover the word with a token, such as a penny. The middle space is a free space. When a learner makes a horizontal, vertical or diagonal line, he can call out "Bingo!" and win.

More advanced learners can read out the words for the game.







Activity: Poetry Sounds

Reading and writing poetry allows learners to think about and practice the sounds of the English language.

- **Flexibility:** Many forms of poetry employ simple structures. Newer writers may be more comfortable with this style of writing than with writing stories or paragraphs.
- **Syllables:** Certain poetic forms have rules about the number of syllables each line is allowed. For example, haiku poems are three lines with 17 syllables in total. By writing these poems, learners can understand and practice counting syllables in words and lines. Syllables are the next largest unit of spoken language after sounds.
- **Rhymes:** Using rhymes in poetry shows the learner that by substituting the beginning sound of one word, another rhyming word can be created. Learners can expand their vocabulary by creating rhymes of words they have already mastered.
- **Rhythm:** Listening to poetry can help learners appreciate the rhythm and intonation of the English language. It can help with expressiveness, too. When a poem like a limerick is read, the learner can clap out the beat.

Word magnet sets are often sold in educational toy stores or you can make your own and use words that are meaningful to the learners. By combining different words and phrases, poetry can be created on the refrigerator!

Some of the readings in Section 9 are poems written by adult learners:

"I Love Myself"	**"My God"**
"My Sister Will Sing"	**"Love Is"**
"Someday"	**"Dreams"**

4.7 Other Activities

OTHER ACTIVITIES

Activity: Reader's Theatre

Drama can be a great way to teach literacy skills, especially with a group of learners. When performing Reader's Theatre scripts, the learners read their parts aloud. Roles are assigned according the skill levels of the performers. Parts with less (and less complex) dialogue can be chosen by less advanced learners. More advanced learners can take on more difficult roles, as well as develop and perform their own scripts.

> "Reader's Theatre is a wonderful way to encourage readers to develop their confidence by reading aloud. They always have the script in front of them. They practice it so much that they know it very well. As the instructor, I am there to help them with difficult words or with their interpretation of the part. Reader's Theatre enables them to explore how they as the character interpret the part. They rely solely on their voices to do this."
>
> **Debbie Baker**
> *A Plain Language Guide in Reading, Writing and Math*. Kentville, NS: Partners in Employment Outreach (Spring 1998), p. 2.5.

A Reader's Theatre script entitled "Is it Cold Enough for You?" is provided in Section 10. Enough photocopies can be made for each learner/performer.

"In 1990, I worked in the rehab field and started to volunteer with a literacy program. I soon discovered that the individuals I supported in my job were falling through the cracks when it came to accessing tutoring in the community. The literacy program in our community had a waiting list for individuals with disabilities to access a one-on-one tutor. The problem was getting volunteer tutors to work with individuals with special literacy needs. At this time, I had the opportunity to receive training in Reader's Theatre techniques. I realized that with some adaptations, a Reader's Theatre program would be beneficial to the learners in our community who were not being accepted in the literacy program. The mandate of this Reader's Theatre group was two-fold: 1) to give literacy opportunities to disabled adult learners in a group setting, and 2) to do this utilizing only two volunteer tutors. In 1991, under the umbrella of the literacy program in Olds, a volunteer assistant and myself started a Reader's Theatre program with 7 participants. This group has grown to 21 participants, who not only have increased their literacy knowledge but now perform Reader's Theatre in Olds as fund raisers as well as having performed in an Edmonton inclusive elementary school. They have also performed at the Kiwanis Music Festival and have won awards for innovative script development."

Cindy Crichton
C.C. Consulting, Olds, AB
(May 30, 1999)

Activity: Visiting the Library

Although many adults with intellectual / developmental disabilities have lower literacy skills, the public library can still be an important resource for them. Information is available in a variety of formats, the library is a friendly learning environment, and reading role models can be observed. It is a great location to hold tutoring sessions with a learner. Adult literacy and English as a Second Language (ESL) materials are often available for the learning pair to use.

Some thoughts:

- People with intellectual disability do want to use books.
- People with intellectual disability do want to use public libraries.
- Support to all concerned will be a vital element for meaningful use of public libraries.
- The range of tastes according to topics and types of materials is as wide among people with an intellectual / developmental disability as it is in the general library-using public.
- Different people need different types and levels of support.
- The social aspect of using a library and library materials is an important component for most people.
- Many people enjoy discussing their reactions to libraries and library materials.

Source:
Scilla Wordsworth & Helen Delany, *Public Libraries and Adults with Developmental Disabilities – Opportunities to Use Generic Services or Opportunities for the Personal Development of All Concerned? A Report on the Library Access Programme.* Midland (Perth) Western Australia: Narkaling, Inc., April 1994.

Activity: Poetry Scaffolds

Section 10 contains a "Poetry Scaffold" worksheet. It is designed for creative writing on the subject of a "place." See the discussion in Section 2 about "scaffolding." Here is an example created by tutors at a training event:

"At the Zoo"

I go to the zoo to enjoy the day.
I take lots of pictures along the way.
I see the animals eating the hay.
I watch the monkeys at play.
Elephants trumpet and lions roar.
We eat cotton candy and ice cream galore.
I love the zoo because it's not a bore.

The "Sense Word List" worksheet in Section 10 can be used as a poem scaffold, as well. Each row (or combined rows) can serve as a separate "sense poem," with the topic as the title. Here are two examples:

Title:	**Babies**	**Babies**
Look:	Cute	Pudgy, Smiles
Feel:	Soft	Heavy, Tired
Smell:	Powdery	Fresh, Poopy
Sound:	Laughs	Cooing, Crying

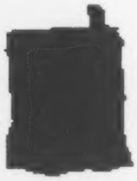
Adapted from:

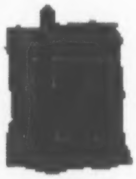
Karen B. Moni & Anne Jobling, "LATCH-ON: A Program to Develop Literacy in Young Adults with Down Syndrome," in *Journal of Adolescent and Adult Literacy*, Vol. 44, No. 2 (September 2000), p. 46.

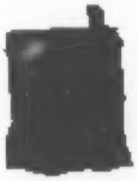
Activity: Like Letter Loops

This activity will help learners to distinguish between letters that are similar in shape and appearance. In Section 10, a worksheet entitled "Like Letter Loops" is provided. Each strip features a letter pair, where the letters look alike. The two lines alternate the letters randomly. (The final strip uses two similarly shaped words). The learner can be asked to circle one or the other of the letters.

As preparation for this activity, the tutor and learner can develop visual memory clues that will help in distinguishing the letters. For example, since "b" comes before "d," we can remember that the line is on the left of the loop for "b" and on the right of the loop for "d."







More advanced learners can be asked to come up with a word that begins with each letter as they move along each line. The learners may also say the sound the letter makes aloud as they move along each line.

Source:
Shelby McClintock. *Idea Book for Volunteer Tutors*. State College, PA: Mid-State Literacy Council, 1994, pp. 6-8.

Activity: Decision Tree

Many adults with intellectual / developmental disabilities are dependent on others in many respects. Many are not yet comfortable or experienced in making decisions for themselves. This activity is not only an opportunity for learners to practice writing, but it allows them to practice decision making, logical thought, and creative thinking.

A "Decision Tree" worksheet is included in Section 10. It is divided into four columns.

- **Decision 1:** In the first column, the learner can write in a general decision. For example, the learner may want to plan a special trip or vacation.
- **Decision 2:** In the second column, the learner can write in more specific options. The worksheet has space for three decisions. For example, the learner may want to visit a museum, a horse race, or a zoo.
- **Decision 3:** In the third column, the learner can make some choices regarding the options pencilled into the second column. For example, in regards to visiting a museum, the learner may want to go to the Mendel Art Gallery or the Saskatchewan Sports Hall of Fame.
- **Outcomes:** In this fourth column, the learner can consider some of the advantages and disadvantages of each option listed in the third column. For example, an advantage of going to the Mendel Art Gallery is that it is within walking distance of the learner's home.

ONE - TO - ONE ACTIVITIES

Ask the student to write or dictate a description of what the world's most perfect house, car, store, etc. would look like. Drawings can accompany the description.

Bring in an object related to the individual's goal and ask them to describe it.

Have the student compile a list of adjectives for a special holiday, season, animal, etc. Write the list out and write a story, poem, etc. using the adjectives.

Come up with descriptions of five things in the room.

Have the individual write or dictate what a perfect day would be for him/her. This is a great way to learn about the student.

Discussion periods between the tutor and the student are valuable to increase vocabulary. You might discuss seasonal changes, local news, world news... it's unlimited.

Another good way to learn about the student is to take turns writing or discussing:

I am happy when...
I whisper when...
I get sleepy when...
I talk loudly when...
I feel like laughing when...
I cry when...
I get scared when...
I get angry when...
I get hungry when...

Remember to respect the individual's feelings - he/she may not want to discuss some of these things.

Discuss and write a lot of things that are different and alike. Find out what makes them different and alike, e.g. a quarter and a dime; careers, animals, fruits, etc.

Write an ad to sell various items. Use an actual newspaper as a guideline.

Choose approximately 10 new words and discuss their meaning with the student. When this is completed, look up the words in the dictionary to check and discuss understanding. Use the words in sentences. Try and write a story using them. Complexity depends on the student's level.

Cut out pictures from magazines – collect them into a small booklet. When an extra activity is needed, ask the student to choose a picture, write a caption and a short story about the picture.

Build as many two to three syllable words as possible from a one-syllable word. The student may dictate the words to the tutor or write them him/her self. A dictionary could be used to find additional words.

e.g.	blow	blowout
	bag	bagpipes

Ask the student to write his/her name out on a large piece of paper, leaving plenty of room between letters. Ask him/her to list under each letter a specified number of words which begin with that letter and which he/she can find in a reader, dictionary, etc.

Collect pictures of faces in a small booklet. Describe what their personality, occupation, appearance, etc. might be like.

Involve the student in rhyming words – make sure he/she understands the concept of rhyming.

Bring in a box of pictures (perhaps from the newspaper). Have the student reach in and pull one out and discuss or write about it.

Encourage the student to tell about his day. If the question "what did you do today?" elicits a "nothing," delve deeper into the little experiences. Did you eat breakfast, talk to a friend, go for a walk, etc. From these small experiences, a conversation can grow and for an adult who may have had a boring day, the hours may become more meaningful. Great way to expand vocabulary.

The tutor can begin to tell or read a story and ask the student to complete it.

Literacy Council of Lincoln
Training Manual for Tutors of Developmentally-Challenged Adults.
Beamsville, ON: Literacy Council of Lincoln, September 1994, pp. 51-53.

On tactile learners:

"They'll enjoy activities that link rote learning to physical actions, e.g., poems or word plays that have hand motions to go with them, marching out a beat while counting."

"Let learners draw or cut out pictures to illustrate the lesson."

"Cut outs of letters, or magnetic letters are helpful tools, or a tray of sand or cornmeal for the learner to write in with his/her finger."

On computers:

"There are computer programs that read to learners, too. We use SARAW (speech-assisted reading and writing)."

On newspapers:

"Plain Language newspapers are available for early readers, too.... We do an activity with newspaper articles. Each student (or pairs of students) chooses an article. They read it and then have to make up questions for other students that begin with *Who...*, *What...*, *When...*, *Where...*. Then the questions and the article are given to another student (or pair), to be answered."

On games:

"One of our favourites is 'Scattergories.' We choose 6 categories per game. We make them up together. Usually they are things like – a man's name, a town or city, something you can eat, a name of a plant (tree or flower), words that relate to dogs, things that are white, etc. For each round we choose a letter (use the Scrabble tiles or just ask, "Sue, what is the first letter of your mom's name?," etc.). Then learners think of a word that begins with that letter for each category and write it down. At the end of the round, players are asked what they had for each category. If their answer is unique (and the group agrees it is acceptable), the person scores a point."

Lisa Hammett Vaughan
Coordinator, Community Employment Services
The Flower Cart (New Minas, NS)

"Ideas, Ideas, Ideas!

Keep it functional and practical to meet the learner's needs.

- Bus schedule
- Read the T.V. Guide
- Read flyers
- Read the newspaper
- Write a letter
- Use the phone book
- Read maps
- Use coupons
- Read menus
- Visit the library
- Record stories on a tape recorder

Have fun learning together!"

John Pennington & Angela Tessier
Going Shopping... From a Literacy Perspective! Winnipeg, MB: Association for Community Living - Manitoba (August 1994), p. 5.

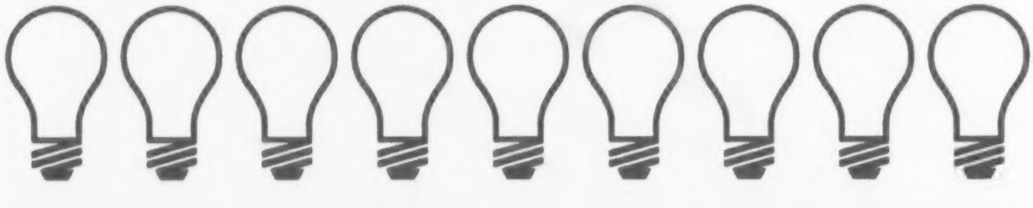
"We have used books on tape successfully with this population as well as software such as Attainment's *Dollars and Cents, Making Change* which works well if a person wants to have a job working with money such as a cashier. Another piece of software that works well is Math for Everyday Living which deals with ordering from a menu, figuring out the meal cost, reading a pay check and much more related to everyday life skills.

Another approach is Language Experience, which works great with all levels of adult learners. We created a picture writing file that has pictures and several questions to stimulate the imagination and creative juices. The students then, based on their level of competence, either write or dictate a story. This is then printed out and used for reading, vocabulary, spelling, etc. With the added dimension of choosing from a great selection of clip art, students love to take home their creations with the clip art they have chosen to go along with their story. Calendars are a great source for pictures, as well as *Clickart 125, 000* from Broderbund for the picture-writing file.

Tape recorders and books on tape work well, too. Books on tape by The Smartreader Recorded Books, Inc... and the *Kaleidescope* series of books and tapes (New Readers Press) are good. The *Smartreader* series is really great because one side is recorded at 85-90 WPM and the second side is recorded at 140-150 WPM. Books on tape give our students added independence and added reading practice. These result in increased self-esteem.

Another approach is to use role-playing and a variety of situations such as making an appointment, going on a job interview, etc. We have used this approach successfully."

Jackie Hamlett
Adult Learning Center
Message on the National Institute for Literacy's
NIFL-LD Electronic Discussion Group, January 1999.
http://novel.nifl.gov/nifl-ld/1999/0012.html



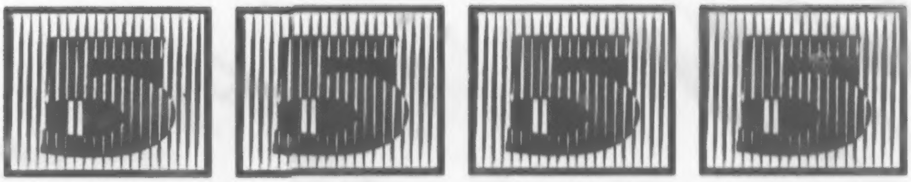
Section 5
Conclusion

5.1 Overview PAGE 5-1

5.2 Quotes for Tutors PAGE 5-2

5.3 Literacy Laughs PAGE 5-7

5.4 Evaluation Form PAGE 5-10



Section 5
Conclusion

5.1 Overview

The *SARC Literacy Activities Handbook* is intended to give literacy tutors valuable ideas and guidance to help them to help people with disabilities to build and maintain their literacy skills.

The Conclusion section includes:

- Some quotes for tutors that are inspiring, challenging, and motivating.
- Some "Literacy Laughs," intended to bring a smile to a tutor's face.
- An Evaluation Form, to ensure that any possible future edition of this *Handbook* will be as helpful as possible to tutors and ultimately to learners with intellectual / developmental disabilities.

  Please take some time to photocopy the Evaluation Form pages, answer the questions, and then forward them to us at the address given.

Best Wishes for Tutoring and Learning Success!

5.2 Quotes for Tutors

Here are some words to ponder as you pursue your learning partnership.

"A teacher affects eternity; he can never tell where his influence stops."

-Henry B. Adams

"To teach is to learn twice."

-Joseph Joubert

"To go forward in the face of overwhelming odds is to risk failure. But the person who risks nothing cannot learn, feel, change, grow or love. Only a person who risks is free."

-The Dilemma

"Note how good you feel after you have encouraged someone else. No other argument is necessary to suggest that you should never miss the opportunity to give encouragement.

-George Adams

"Eighty percent of success is showing up."

-Woody Allen

"We cannot seek or attain health, wealth, learning, justice or kindness in general. Action is always specific, concrete, individualized, unique."

-John Dewey

"We only learn our limits by going beyond them."

-Unknown

"Continuous effort, not strength or intelligence, is the key to unlocking our potential."

-Liane Cordes

"Leadership is action, not position."

-Donald H. Mcgannon

"You learn to speak by speaking, to study by studying, to run by running, to work by working; in just the same way, you learn to love by loving."

-St. Francis De Sales

"I have learned to use the word impossible with the greatest caution."

-Wernher von Braun

"As long as you live, keep learning how to live."
--Seneca

"Leadership is the capacity to translate vision into reality."
–Warren G. Bennis

"The art of communication is the language of leadership."
–James Humes

"Education is not the filling of a pail, but the lighting of a fire."
–William Butler Yeats

"Nothing great has ever been accomplished without enthusiasm."
–Ralph Waldo Emerson

"I am convinced that one of the biggest factors in success is the courage to undertake something."
–James A. Worsham

"Achievement was not merely in the academic sphere, but could be seen also in the working of the group as a whole. They became effective. They rewarded and encouraged each other. They had pride in their achievements. They showed gratitude and appreciation beyond the group. They began to dream and to plan.

Counselors and parents noted positive changes and carry over to life situations."

– Catherine Janossy

A Needs Survey & Program Description: Program Delivery for the Developmentally Challenged Adult in Grey, Bruce and The Georgina Triangle. Walkerton, ON: The Walkerton & District Literacy Council, p. 51.

"A lot of spin-offs were noticed from the program. These included people being interested and arriving on time for their classes, cooperating in class with other students and working constructively with other co-workers. The biggest change was to find that persons who were previously resistant to changes of any kind or had trouble in concentrating on the task at hand were now constructively using their skills."

– Shirley Hollingshead

Catherine Janossy, *A Needs Survey & Program Description: Program Delivery for the Developmentally Challenged Adult in Grey, Bruce and The Georgina Triangle.* Walkerton, ON: The Walkerton & District Literacy Council, p. 58.

> "Although we do not intend to formally assess the students until the end of their 2 years in the program, progress in the development of their literacy skills has been evident from their personal portfolios, which are kept by the staff. We and others have also observed the students grow in other personal and social ways. Their confidence in themselves and their abilities has grown as evidenced in their behaviors when meeting new people, giving presentations, making connections and forging friendships with other students, and in their increasing independence in the community. The development of confidence and social skills have been fostered and extended through activities in which the students work with other university students in tutor groups, in the gym, at the university cafes, and in sports. Written evaluations from parents conducted at the end of the first year of the program have supported these observations."
>
> – Karen B. Moni & Anne Jobling
>
> "LATCH-ON: A Program to Develop Literacy in Young Adults with Down Syndrome," in *Journal of Adolescent & Adult Literacy*, Vol 44, No. 1 (September 2000), p. 48.

5.3 Literacy Laughs

Literacy Laughs

Humour, like literacy, is a success skill in today's world. Humour builds morale, aids creativity, relieves stress and reduces tension. Laughing helps us regain perspective and it makes us more effective in everything we do.

"Outside of a dog, a book is man's best friend. And inside of a dog, it's too dark to read."
– Groucho Marx

It wasn't school Johnny disliked, it was just the principal of it.

Literacy Laughs

Wife: "Darling, yesterday I bought a book, but now I can't find it."
Husband: "Can you remember what it was called?"
Wife: "The title is *How to Live to be 100.*"
Husband: "I threw it away."
Wife: "What? Why did you throw it away?"
Husband: "Your Mother started reading it!"

Ode to a Spell Checker

I have a spelling chequer
It came with my PC
It plainly marks for my revue
miss takes I cannot see
I've run this poem threw it
I'm shore your pleased two no
Its letter perfect in its weigh
My chequer tolled me sew.

Tutors can keep
learners spell bound.

Literacy Laughs

Here are some "grammar" definitions provided by children...

The parts of speech are lungs and air.

Syntax is all the money collected at the church from sinners.

Trousers is an irregular noun since it is singular on the top and plural on the bottom.

5.4 Evaluation Form

Please take some time to photocopy and complete this Evaluation Form and return it to us. We appreciate your input and are hoping to use your comments to make improvements on this and future materials we develop.

1 How did you learn about the *SARC Literacy Activities Handbook*?

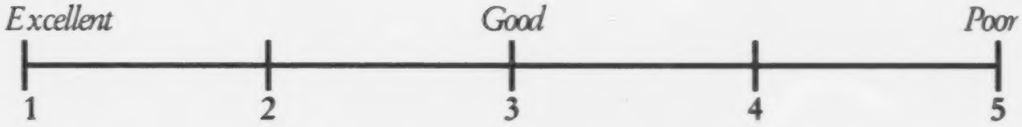
2 In general, how do you feel about the *SARC Literacy Activities Handbook*? Please circle (O) one.

☺ 😐 😠

3 What did you like best about the *Handbook*?

4 What did you like least about the *Handbook*? Why?

5 Please rate the following on a scale of 1 to 5 (1=excellent, 3=good, 5=poor).



A. Quality of the *SARC Literacy Activities Handbook*

B. Usefulness to your program

C. Quality of overall writing

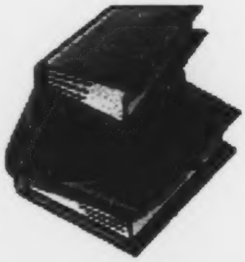
D. Relevance to field of adult education

E. Layout and design of product

F. Adaptability for different purposes

6 Please give suggestions for improvement for those categories which you rated 3 or higher.

7 Did these materials fulfill your needs? Why or why not?



8 Do you think you need more training in this topic? Please check ☑ one.

☐ *YES* ☐ *NO* ☐ *NOT SURE*

If yes, what do you need?

9 Would you recommend the *SARC Literacy Activities Handbook* to someone else? Please check ☑ one.

☐ *YES* ☐ *NO* ☐ *NOT SURE*

Why or why not?

10 Additional comments:

We thank you for your comments and your time!

Please return this to:

Activities Handbook Feedback
c/o Saskatchewan Association of Rehabilitation Centres (SARC)
111 Cardinal Crescent
Saskatoon, SK S7L 6H5

You may also fax the pages to **(306) 653-3932.**

Adapted from:
Literacy Preparation Project for Adults with Developmental Disabilities (Report to the National Literacy Secretariat), August 1998 and Shelby McClintock. Special Needs Training: Trainer Handbook for Volunteer Tutor Trainers. State College, PA: Mid-State Literacy Council, 1994.

Section 6
Acknowledgements

6.1 Introduction PAGE 6-1

6.2 Project Funding PAGE 6-2

6.3 Accountability Team PAGE 6-4

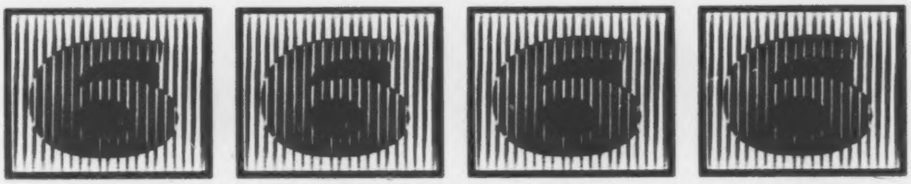
6.4 Demonstration Sites PAGE 6-5

6.5 Issues Workshop PAGE 6-6

6.6 Regional Workshops PAGE 6-8

6.7 Reproduction Permissions PAGE 6-12

6.8 Others PAGE 6-13



Section 6
Acknowledgements

6.1 Introduction

Many people have provided generous encouragement, advice, and feedback during the development of the *SARC Literacy Activities Handbook*. Each page of this *Handbook* contains their words and ideas.

The Acknowledgement section is divided into several categories, based on the manner or type of assistance provided. Given this, some deserving persons are mentioned more than once in this section.

6.2 Project Funding

The SARC Literacy Training & Support Project has been jointly funded by three major organizations:

- National Literacy Secretariat (NLS) of Human Resources Development Canada (HRDC), in partnership with Saskatchewan Post-Secondary Education and Skills Training (SPSEST)
- Saskatchewan Literacy Foundation (SLF), in partnership with SaskEnergy
- Saskatchewan Association of Rehabilitation Centres (SARC)

Thank You To . . .

Government of Canada / Government of Saskatchewan

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Human Resources Development Canada
Développement des ressources humaines Canada

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Saskatchewan LITERACY FOUNDATION

SaskEnergy
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SARC
SASKATCHEWAN ASSOCIATION OF REHABILITATION CENTRES

SARCAN
RECYCLING
A DIVISION OF THE SASKATCHEWAN ASSOCIATION OF REHABILITATION CENTRES

The Honourable Glenn Hagel, Minister of Post-Secondary Education and Skills Training (SPSEST) ■ Donna Woloshyn, Program Manager, Adult Literacy, SPSEST

Saskatchewan Literacy Foundation (SLF) / SaskEnergy

SLF Board of Directors ■ Susan Clarkson, Executive Director, SLF

Ron Clark, President & Chief Executive Officer, SaskEnergy Incorporated ■ Leslie Gosselin, Advertising & Community Relations, SaskEnergy Incorporated

Saskatchewan Association of Rehabilitation Centres (SARC)

SARC Board of Directors ■ Bob LeGoffe, Executive Director, SARC ■ Bob Hnetka, Director, Finance & Administration, SARC ■ Ken Homenick, Director, SARCAN Operations ■ Jamie Ryan, Director, Member Services, SARC

Richard Lockert, Resource Developer, holds a cheque for $2,016, received at the 2000 Saskatchewan Literacy Awards ceremony, held at Government House in Regina on May 12. Saskatchewan Lieutenant-Governor Lynda Haverstock (far left), her husband Harley Olsen, and Leslie Goselin, Advertising & Community Relations, SaskEnergy, participated in the ceremony.

6.3 Accountability Team

Supervisor:

Marlene Dray, Coordinator of Communications & Employee Support Services

SARC Management:

Bob LeGoffe, Executive Director ■ Jamie Ryan, Director– Member Services

Consultants:

The following people variously acted as consultants, provided material, contributed advice, served on a steering committee, proofread drafts of this *Handbook*, or otherwise made an important contribution:

Glenn Awrey, SARCAN – Processing Centre (Saskatoon) ■ Lynne Demeule, SARC Board Member (Regina) ■ Dawn Desautel, SARC Board (Shaunavon) ■ Lalita Martfeld, SACL John Dolan Resource Centre (Saskatoon) ■ Suzanne Smythe, Surrey School Board / Clover Valley Industries (Cloverdale, British Columbia) ■ Cindy Crichton, C.C. Consulting (Olds, Alberta) ■ Marianne Simpson, Tri-County Literacy Network (Chatham, Ontario) ■ Janet Pringle, Vocational and Rehabilitation Research Institute (Calgary, Alberta) ■ Cindy Kugel, Invergarry Adult Learning Centre (Surrey, British Columbia) ■ Lee Tavares-Jakubec, Agassiz Independent Learning Centre (Beausejour, Manitoba) ■ Lisa Marie Bossert, Frontier College (Edmonton, Alberta) ■ Frances Shannon, Training Coordinator (Orange, New South Wales, Australia) ■ Glenn Yates, ABILITY... Health and Social Services Consulting (Sarnia, Ontario)

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Dr. Christa van Kraayenoord, Fred and Eleanor Schonnel Special Education Research Centre, University of Queensland (Brisbane, Australia) ■ Lisa Hammett Vaughan, The Flower Cart (New Minas, Nova Scotia)

Thank You

6.4 Demonstration Sites

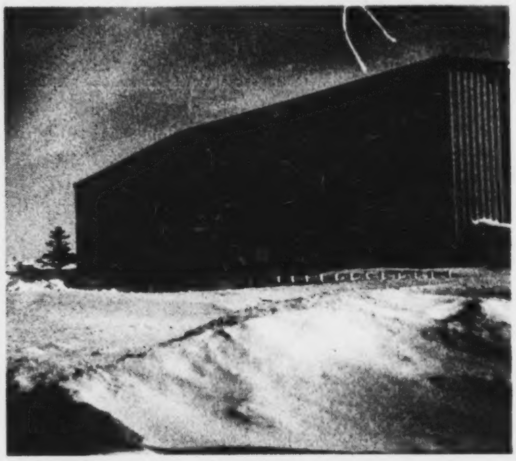
Deer Park Villa, Inc.
518 – 5th Avenue N.E.
P.O. Box 646
Ituna, SK S3N 2W8
Lucy Mazden ■Crystal Kowalyk

Kipling & District Association for Handicapped Adults, Inc.
(Kipling Industries)
607 Railway Street
Kipling, SK S0G 2S0
Martin Dundas ■Wanda Vargo

Pipestone Kin-Ability Centres, Inc.
612 Cook Road
Moosomin, SK S0G 3N0
Sheilagh Garrett ■Debbie Citulsky

Wheatland Regional Centre
802-6th Avenue East
P.O. Box 1540
Rosetown, SK S0L 2V0
Crystal Story ■Brenda Barker

Kipling Industries


Wheatland Regional Centre

6.5 Issues Workshop

Facilitator / Consultation:

Dr. Glenn Yates, Director, ABILITY... Health and Social Services Consulting (Sarnia, ON)

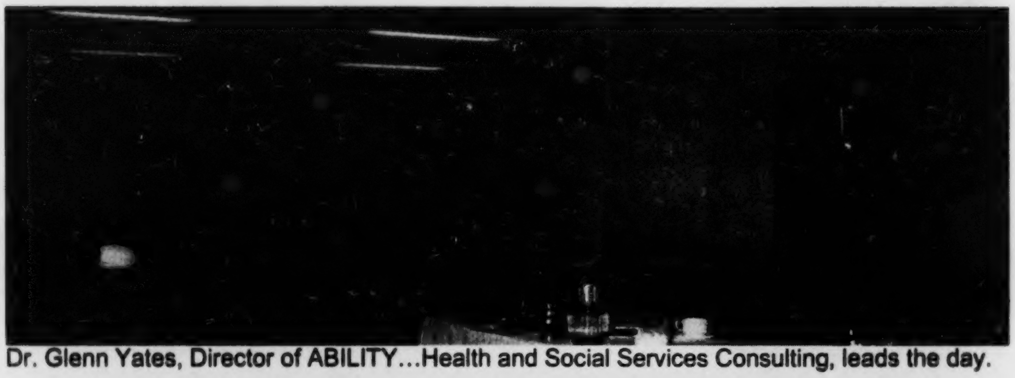
Saskatchewan Literacy Network:

Debbie Purton, Executive Director ■ Bonnie Vangool, Executive Assistant ■ Shirley Silburt, Manager of Operations

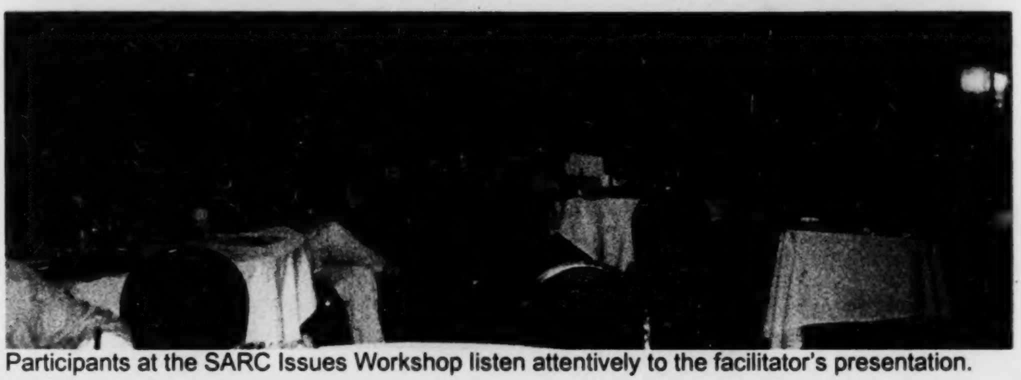
Registered Participants:

Lynda McPhee, Cumberland Regional College (Tisdale) ■ Debbie Purton, Saskatchewan Literacy Network (Yorkton) ■ Kim Blevins, Saskatchewan Literacy Network (Regina) ■ Donna Woloshyn, Saskatchewan PostSecondary Education & Skills Training (Regina) ■ Brent Wasserman, Autism Treatment Services of Saskatchewan, Inc. (Saskatoon) ■ Karen Farmer, Frontier College (Saskatoon) ■ Coralea Propp, Cosmopolitan Industries (Saskatoon) ■ Lou Bakota, Cosmopolitan Industries (Saskatoon) ■ Deby Schamber, Laubach Literacy (Rapid View) ■ Michele Rowe, Autism Treatment Services of Saskatchewan (Saskatoon) ■ Mike Taylor, Prince Albert Community Workshop (Prince Albert) ■ Sandra Field, BSD Training & Resources (Saskatoon) ■ Cathleen Hartman, BSD Training & Resources (Saskatoon) ■ Joan Lamontagne, Battlefords Trade & Education Centre (North Battleford) ■ Marilyn Starycki, Battlefords Trade & Education Centre (North Battleford) ■ Darlene Bracken, Saskatchewan Abilities Council – Saskatoon Branch (Saskatoon) ■ Pam Yates, HandiWorks (Nipawin) ■ Lorraine Szopko, Prince Albert Group Homes (Prince Albert) ■ Crystal Story, Wheatland Regional Centre (Rosetown) ■ Crystal Kowalyk, Deer Park Villa, Inc. (Ituna) ■ Debbie Chappell, READ Saskatoon (Saskatoon) ■ Pat Colpitts, Neil Squire Foundation (Regina) ■ Wendy Moskowy, SCENES (Regina) ■ Ron Tgerson, Saskatchewan Federation of Labour (Regina) ■ Gail Douglas, Regina Public Library (Regina) ■ Marilyn Iwasyk, Northlands College (Creighton)

Adeline Steinley, Cypress Hills Regional College (Swift Current) ■ Elizabeth Slater, SIAST – Wascana (Regina) ■ Corrinne Marko, SIAST– Wascana (Regina) ■ Marlene Dray, Saskatchewan Association of Rehabilitation Centres (Saskatoon) ■ Lillis Lawrence, SIAST– Woodland (Prince Albert) ■ Lalita Martfeld, Saskatchewan Association for Community Living (Saskatoon) ■ Bev Haug, Well Worker Services (Saskatoon) ■ Dianne Mullan, Seniors' Education Centre (Regina) ■ Bebe Ivanochko, Northlands College (La Ronge) ■ And others...



Dr. Glenn Yates, Director of ABILITY...Health and Social Services Consulting, leads the day.



Participants at the SARC Issues Workshop listen attentively to the facilitator's presentation.

Others:

Marianne Simpson, Executive Director, Tri-County Literacy Network (Chatham, ON) ■ Ron Goodmanson, Catering Manager, Parktown Hotel (Saskatoon, SK)

6.6 Regional Workshops

PRINCE ALBERT

March 1, 2001

Participants:

Leslie Skolrood, Valley Action Industries, Inc. (Rosthern) ■ Joanne Goertzen, Valley Action Industries, Inc. (Rosthern) ■ Shirley Reddekopp, Valley Action Industries, Inc. (Rosthern) ■ Tracy Wruck, Valley Action Industries, Inc. (Rosthern) ■ Gail Moore, Prince Albert Correctional Centre (Prince Albert) ■ John Foster, SIAST Woodland Campus (Prince Albert) ■ Rita McCallum, Northlands College (Buffalo Narrows) ■ Charmaine Ross, Prince Albert Group Homes Society (Prince Albert) ■ Lawrence Finlayson, Northlands College (La Ronge) ■ Leigh Baldrey, Prince Albert Group Homes Society (Prince Albert) ■ Tracy LaPrise, Northlands College (Buffalo Narrows) ■ Marlene Dray, Saskatchewan Association of Rehabilitation Centres (Saskatoon)

Special thanks to: John Foster, SIAST Woodland Campus ■ Staff of SIAST Woodland Campus cafeteria

SIAST

SASKATCHEWAN INSTITUTE OF APPLIED SCIENCE AND TECHNOLOGY

Woodland Campus

Attendees pondering a small group activity at the Prince Albert literacy workshop.

YORKTON

March 6, 2001

Participants:

Laurence Saugmyhr (Hudson Bay) ■ Doreen Saugmyhr (Hudson Bay) ■ Carmen Campeau (Hudson Bay) ■ Patricia Switzer, Parkland Society for Aid to the Mentally Handicapped (Yorkton) ■ Bev Lacusta, Parkland Society for Aid to the Mentally Handicapped (Yorkton) ■ Carmen Bonneau, Deer Park Villa, Inc. (Ituna) ■ Carol Mills, Mackenzie Society Ventures, Inc. (Preeceville) ■ Veronica Erickson, Mackenzie Society Ventures, Inc. (Preeceville) ■ Bonny Miller, Pipestone Kin-Ability Centre, Inc. (Moosomin) ■ Debbie Citulsky, Pipestone Kin-Ability Centre, Inc. (Moosomin) ■ Glenda Read, Rail City Industries (Melville) ■ Michelle Houston, Rail City Industries (Melville) ■ Janet Gulash, Rail City Industries (Melville) ■ Wanda Vargo, Kipling Industries (Kipling) ■ Marilyn Shackleton, Kipling Industries (Kipling) ■ Margaret Miller, Wadena Diversified Services, Inc. (Wadena)

Special thanks to: Lori Barsi, Yorkton Public Library ■ Staff of Yorkton Public Library

YORKTON PUBLIC LIBRARY

Attendees present their work to the wider group during the Yorkton literacy workshop.

SWIFT CURRENT

March 26, 2001

Participants:

Melissa Smart, Saskatchewan Abilities Council (Swift Current) ■ Val Salter, Southwest Homes for the Handicapped (Swift Current) ■ Shirlee Hildebrandt, Southwest Homes for the Handicapped (Swift Current) ■ Phyllis Airth, Porcupine Opportunties Program (Piapot) ■ Muriel Dyck, Cypress Hills Regional College (Swift Current) ■ Camille Gatzke, Cypress Hills Regional College (Swift Current) ■ Verona Johnston, Cypress Hills Regional College (Swift Current) ■ Bula Ghosh, Cypress Hills Regional College (Swift Current) ■ Adeline Steinley, Cypress Hills Regional College (Swift Current)

Special thanks to: Aidan Meegan, Head Librarian, Swift Current Branch Library ■ Staff of Swift Current Branch Library

Swift Current
Branch Library
(R.C. Dahl Centre)

Reviewing instructions for a group activity at the Swift Current workshop.

NORTH BATTLEFORD

April 11, 2001

Participants:

Lou Bakota, Cosmopolitan Industries (Saskatoon) ■ Jean McKen, Saskatoon Centre for Reading Excellence (Saskatoon) ■ Marion Heck (Plenty) ■ Barbara Hogan, Dodsland Library (Dodsland) ■ Joan Lamontagne, Battlefords Trade & Education Centre (North Battleford) ■ Diane Gray, The Bea Fisher Centre (Lloydminster) ■ Deanna Klein, The Bea Fisher Centre (Lloydminster) ■ Jade ■ Gayla Morgan, Battlefords Trade & Education Centre (North Battleford)

Special thanks to: Staff of the Tropical Inn, North Battleford

TROPICAL INNS
HOTEL & CONVENTION CENTRE
North Battleford

Creating a poem using a scaffolding technique at the North Battleford workshop.

Displaying a completed story, based on a magazine photograph.

Writing group responses on flipchart paper.

WEYBURN

April 19, 2001

Participants:

Rochelle Szekely, Cosmopolitan Learning Centre (Regina) ■ Dahab Melles, Cheshire Homes of Regina (Regina) ■ Maureen Redekopp, Southeast Education Foundation (Weyburn) ■ Laurie McLean, Estevan Diversified Services (Estevan) ■ Val Moore, Weyburn Group Homes (Weyburn) ■ Lucille Cameron, Weyburn Group Homes (Weyburn) ■ Carol Leslie, Weyburn Wor Kin Shop (Weyburn) ■ Shelley Raymond, Redvers Activity Centre (Redvers) ■ Denise Heisler ■ Shelley Ziolkowski, Weyburn WorKin Shop (Weyburn) ■ Linda Hildebrandt, Cosmopolitan Learning Centre (Regina) ■ MarkVigrass, Cosmopolitan Learning Centre (Regina) ■ Kimberley Howe, Cosmopolitan Learning Centre (Regina) ■ Melissa Meyers (Weyburn) ■ Danielle Herberholz (Weyburn) ■ Cathy Morrell, Estevan Diversified Services (Estevan) ■ Emily Marten, Weyburn Group Homes (Weyburn) ■ Carol Borys, Weyburn Group Homes (Weyburn) ■ Sharlene Verheugt (Weyburn) ■ Patti Price, Weyburn Group Homes (Weyburn) ■ Margaret Fuchs, Southeast Regional College (Weyburn) ■ Faith Savarese, Regina Association for Community Living (Regina) ■ Bernice Jordens, Weyburn Group Homes (Weyburn) ■ Carol Colborn, Pangman Library (Pangman) ■ Sheila Leurer, Southeast Regional Library (Odessa)

Special thanks to: Margot Johnson, Southeast Regional College (Weyburn)

SOUTHEAST
REGIONAL
COLLEGE
SOURIS VALLEY CAMPUS

Participants of the workshop in Weyburn are concentrating hard on a small-group activity.

6.7 Reproduction Permissions

Permissions for reprinting pages, graphics, and / or using quotations or original materials were obtained from several persons and organizations, and are gratefully acknowledged.

Some materials for which we have received permission to reproduce or adapt ultimately were not included in this *Handbook*. Our gratitude extends wholly and equally to all who have assisted us in this and so many other ways.

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6.8 Others

SARC Administrative Support Staff

Coralee Peppard, Supervisor, Administrative Services ■ Francine Kohut, Administrative Support ■ Bob Shirley, Administrative Support ■ Tracy Whitehead, Administrative Support ■ Athena Barnard, Administrative Support ■ Melanie Weiss, Administrative Support

Saskatchewan Association for Community Living (SACL)

Lalita Martfeld, Librarian, John Dolan Resource Centre ■ Karin Melberg Schwier, *Dialect* Editor ■ Carla Roppel, Communications Co-ordinator

Grant Application Letters of Endorsement

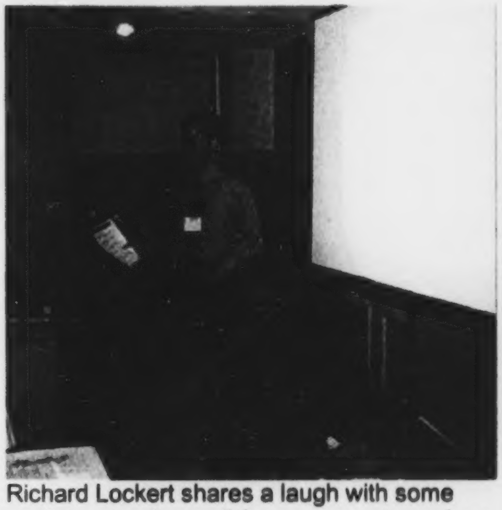
Jeanne Remenda, Executive Director, Saskatoon Association for Community Living, Inc. (Saskatoon) ■ Crystal Story, Program Director, Wheatland Regional Centre (Rosetown) ■ George Zaychkowsky, Executive Director, The Bea Fisher Centre, Inc. (Lloydminster) ■ Jocelyn Schindel, Executive Director, Multiworks Corporation (Meadow Lake) ■ Audrey Orosz, Manager, Columbian Industries (Cudworth) ■ Rita McCallum, Literacy Facilitator, Northlands College (Buffalo Narrows) ■ Jóni Adamcewicz, Program Facilitator, The Circle Project Association, Inc. (Regina) ■ Susan Seib, Director of Services, West Central Industries, Inc. (Kindersley) ■ Sheilagh Garrett, General Manager, Pipestone Kin-Ability Centre, Inc. (Moosomin) ■ Carol Cundall, Program Co-Ordinator, Estevan Diversified Services (Estevan) ■ Mike Taylor, Community Employment / Program Co-ordinator, Prince Albert Community Workshop Society, Inc. (Prince Albert) ■ Bev Yeager, Program Coordinator, Futuristic Industries (Humboldt) ■ Krista Moffat, Director of Programs, Rail City Industries, Inc. (Melville) ■ Maxine Novecosky, Literacy Coordinator, Carlton Trail Regional College (Humboldt)

PLC 2000

SARC and Frontier College in Alberta co-presented two concurrent sessions during the AAAL / LCA Provincial Literacy Conference, entitled, "The World Wide Web of Literacy," held in Calgary on November 2, 3, and 4, 2000.

Special thanks to:

Lisa Marie Bossert, Alberta Provincial Coordinator, Frontier College (Edmonton) ■ Cindy Crichton, C.C. Consulting (Olds, AB) ■ Margaret Eastwood, Conference Coordinator, Alberta Association for Adult Literacy (Calgary, AB) ■ Management and Staff, RadissonHotel Calgary Airport



Richard Lockert shares a laugh with some participants of one of the concurrent sessions.

Lisa Marie Bossert (right) leads a literacy activity with two participants of a session.

SARC
SASKATCHEWAN ASSOCIATION OF REHABILITATION CENTRES

Frontier College

Alberta Association for Adult Literacy

LCA

AARC Spring Conference 2001

Richard Lockert and Marlene Dray of the Saskatchewan Association of Rehabilitation Centres (SARC) presented a concurrent session entitled "Literacy: Sharing & Learning" at the Alberta Association of Rehabilitation Centres (AARC) Spring Conference in Calgary on April 26, 2001.

The conference adopted the theme of "Honouring Diversity: A Gathering of Friends," and really lived up to this.

Special thanks to:

Gail Davis, AARC Executive Director ■ Margaret G. "Marti" Martz, AARC ■ Janet Pringle, Vocational and Rehabilitation Research Institute (VRRI) ■ Management and Staff of the Radisson Hotel Calgary Airport

Marlene Dray discusses some of the keys to success in literacy instruction for learners with intellectual / developmental disabilities.

Participants listening to Richard Lockert discussing goal setting activities.

SARC
SASKATCHEWAN ASSOCIATION OF REHABILITATION CENTRES

AARC
SPRING
Conference 2001

The Alberta Association of Rehabilitation Centres

READ Saskatoon

On Saturday, April 28, 2001, the Saskatchewan Association of Rehabilitation Centres (SARC) made a presentation as part of a tutor training session held at Sherbrooke Community Centre in Saskatoon. The training was being provided by READ Saskatoon.

READ Saskatoon is a community-based volunteer organization that offers free literacy services to adults and their families and promotes literacy awareness, partnerships and development.

Special thanks to:

Kimberley Onclin, Executive Coordinator, READ Saskatoon ■ Katrina Germin, Adult Program Coordinator, READ Saskatoon

READ Saskatoon

Richard Lockert presenting to new tutors at Sherbrooke Community Centre.

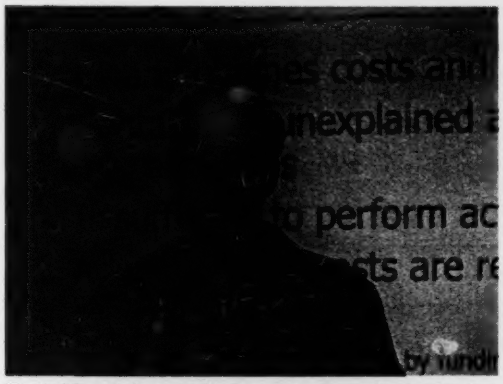
SARC AGM 2001

On Friday, June 15, 2001, the Saskatchewan Association of Rehabilitation Centres (SARC) sponsored a session entitled "How to Write a Successful Grant Proposal" as part of its 2001 Annual General Meeting and Conference. The session was designed to assist participants in developing effective proposals. An overview of literacy funding sources was provided. The facilitator for the session was Ruth Vandekamp of the Saskatchewan Literacy Network.

The conference, which was held in Regina, SK, was on the theme of "Building Stronger Boards & Organizations."

Special thanks to:

Ruth Vandekamp, Saskatchewan Literacy Network ■ Management and Staff of the Traveloge Hotel (Regina, SK) ■ Management and Staff of SARC



Ruth Vandekamp discusses some important aspects of proposal writing.

Saskatchewan Literacy Network.

SLN

Section 7
Readings

7.1 Introduction PAGE 7-1

7.2 Parkland Society Adult Literacy Program a Great Success! PAGE 7-2

7.3 New Literacy Program is a Joint Effort PAGE 7-5

7.4 Keys to Success: Literacy for Persons with Developmental Disabilities PAGE 7-8

7.5 Literacy Enhancement: The Bridge to Community Access – National Literacy Secretariat Grant 2000-2001 PAGE 7-14

7.6 The *Way to Work* Program Offers Post-Secondary Opportunities PAGE 7-16

7.7 Opening of Cypress Hills Ability Centre Library PAGE 7-20

Section 7
Readings

7.1 Introduction

This section contains additional readings on (or related to) the topic of literacy and people with intellectual / developmental disabilities. Many are learner writings.

Here are some details on the readings in this section:

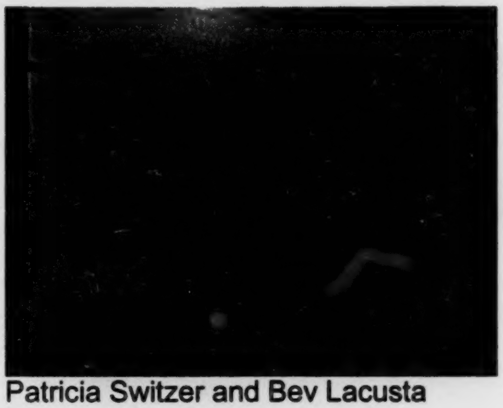
- *Parkland Society Adult Literacy Program a Great Success!* describes a computer-centred literacy project being undertaken by a SARC Member agency in Yorkton, SK.
- *New Literacy Program is a Joint Effort* describes a literacy project for people with developmental challenges in Walkerton, ON.
- *Keys to Success: Literacy for Persons with Developmental Disabilities* was originally printed as a *Rehabilitation Review* article by the Vocational and Rehabilitation Research Institute (VRRI) in Calgary, AB.
- *Literacy Enhancement: The Bridge to Community Access – National Literacy Secretariat Grant 2000-2001* describes a literacy project being undertaken by Cosmopolitan Industries, a SARC Member agency in Saskatoon, SK.
- *The* Way to Work *Program Offers Post-Secondary Opportunities* describes a workplace literacy program for people with intellectual disabilities delivered at the Kelsey Campus of the Saskatchewan Institute of Applied Science and Technology (SIAST) in Saskatoon, SK.
- *Opening of Cypress Hills Ability Centre Library* is a report on the creation of a new learning space in Shaunavon, SK.

7.2 Parkland Society Adult Literacy Program a Great Success!

Bev Lacusta of the Parkland Society for Aid to the Mentally Handicapped in Yorkton wrote the following article for Update, *the regular publication of the Saskatchewan Association of Rehabilitation Centres (SARC). The article discusses that agency's use of a computer system to assist adults in developing their literacy and numeracy skills.*

Parkland Society for Aid to the Mentally Handicapped is in its fourth month of running the computerized Speech Assisted Reading and Writing program (SARAW), and a computerized Speech Assisted Math program (SAM), according to Program Adminstrator Bev Lacusta, and the programs are a big success.

The SARAW and SAM programs are two new programs offered by the Parkland Society for Aid to the Mentally Handicapped (PSAMH). These programs commenced October 25, 2000 and provide ten hours of instruction per month to the eighteen individuals participating in the program. These individuals are presently enrolled in the Parkland Society's Supportive Living Program and Group Homes.

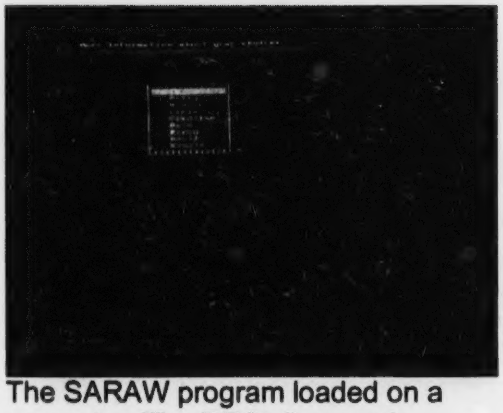


Patricia Switzer and Bev Lacusta beside the SARAW workstation

SARAW and SAM, as they are known, are talking computer programs developed by the Neil Squire Foundation. These programs are designed to teach basic reading, writing and math skills to adults with disabilities in order to create opportunities for independence.

NEIL SQUIRE FOUNDATION

Education, Technology and Career Development for People with Physical Disabilities



The SARAW program loaded on a computer. The DECtalk speech synthesiser module is on the right.

Parkland Society initially ran a pilot last year and received equipment on loan from the Neil Squire Foundation for a couple of months. "Due to the success of the Program, I have striven to bring this important resource to our Organization," says Bev Lacusta. That determination is what led to financial assistance from the Special Needs Program Unit with Saskatchewan Post-Secondary Education, and the donation of equipment to run the programs from the Muttart Foundation, which provided a Dell computer, monitor, and $1,700.^{00} for the purpose of a DECtalk, which provides the voice for the SARAW / SAM programs. Funding has also been received for the five individuals from the Group Homes through the Family Literacy Services, Saskatchewan Post-Secondary Education and Skills Training.

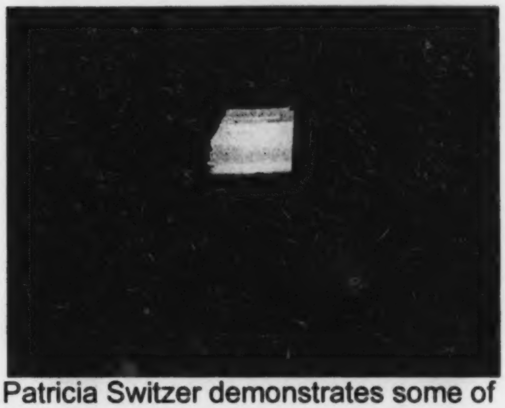
With the funding and equipment in place, Parkland was able to hire SARAW / SAM instructor Patricia Switzer, a certified Rehabilitation Worker with excellent computer skills. Switzer was also the instructor for the SARAW / SAM pilot project.

Patricia explains that the SARAW / SAM program gives individuals the opportunity to improve their quality of life and increases their chances for employment in the community. "The SARAW program is made more effective when used in conjunction with a solid assessment stage and development of a comprehensive individualized lesson plan," notes Patricia. "Many people find this computer [program] helpful, including people who are non-verbal, or have difficulties with speech. The SARAW system will read what one types, give suggestions on what topic to write about, or will read a story on a related topic. The basic alphabet can be taught using the Sounding Board portion of the program. The Sounding Board allows the individual to review the letter, the sound of the letter and also words beginning with that sound," says Patricia.

SARAW is a versatile program that can conform to the user's needs with adjustments made to the program as the learner's skills increase. SAM is a math program based on a mastery level design. As the individuals make progress, the computer accommodates that progress, increasing the level of difficulty. When the individual succeeds at mastering a task, he / she moves on to the next level. "This form of learning permits the individuals to learn at a rate that is comfortable to them," says Switzer.

SARAW / SAM teach skills that enable an individual to lead a fulfilling life in the community. "Reading, writing, adding, subtracting... all skills people need or want to obtain are at their fingertips, literally. With the touch of a keyboard the clients of the Parkland Society are taking steps to improve their lot in life by educating themselves with the help of the computer system," says Patricia.

Bonnie Y., an individual in the SARAW program says, "I like it (SARAW program). It is teaching me to read.... I'm going to get a better job."



Patricia Switzer demonstrates some of the interesting features of the SARAW computer program

Dennis K. comments on how he can now go to the grocery store and read labels on the soup cans, fresh produce and packaged items.

"I feel better about myself since I started the program. My goal is to learn to read and write so that I can find a job in the community. I would like to get my driver's license, and maybe buy a Harley motor bike someday," says Dennis.

"I feel that there is definitely a need for a literacy program such as this, not only in Yorkton, but throughout the province. Adults with intellectual disabilities were not given the same opportunities for learning as today's children who are integrated into regular classrooms," says Bev Lacusta.

The grants end in October of 2001. Already, Bev Lacusta is seeking funding to continue this valuable and educationally-rich programming.

7.3 New Literacy Program is a Joint Effort

The following article, written by Sue Ann Ellis, appeared in the Walkerton Herald-Times on June 10, 1992. The Herald-Times is a weekly, paid-circulation newspaper serving southern Bruce County in Ontario.

Herald-Times

A new program for the developmentally delayed has just been completed at Walkerton District Secondary School on Thursday nights.

A 15-week literacy program has helped developmentally delayed adults learn the alphabet and numbers.

It is an experimental program, the first of its kind in Bruce County and very likely the first anywhere for adults of this type, said Bill Turvill of the Bruce County Board of Education.

It was a joint effort of the Walkerton Literacy Council, Walkerton and District Community Support Services and the Bruce County Board of Education, which funded the program.

Turvill got the program together through the Adult Basic Education Program which is available through the province.

The program is geared toward adults without a Grade 8 education and, now it has been expanded to delayed adults, said Turvill.

"There is now interest in other towns of Bruce County. We were using Walkerton as a prototype," he said.

Cindy Davidson, Literacy Council co-ordinator, said the students responded well and the teachers saw a lot of improvement.

The program is run like a regular night school program but the students call it a "fun school".

"Some of these adults haven't been to school at all and others have but found it too hard," said Davidson.

Teachings are geared toward real life situations and the students responded well, she said.

Katherine Janossy and Tracy Heyden are the teachers. Two classes were divided according to the students' capabilities.

Janossy remembers the first night of classes and how apprehensive the students were.

One appeared especially tense and when Janossy asked her what was wrong, she said, "I'm remembering school."

"Some of these people had frightening experiences as regular students."

Janossy said she is really happy with the results and has seen amazing improvements.

"It's been fun getting to know them and realizing what great people they are."

Student Brenda Hargrove delights in the Maple Leaf stamps that are awarded for progress and achievements.

"I got another star today," she takes great pride in telling her classmates.

Janossy began using the stamps to monitor the number of pages the students finished but it turned into such a novelty, that in the end they were rewarded for completed work.

At the beginning of each class, the students had to write their name on a piece of paper to be entered into a draw. The name drawn received a small prize.

The name writing started as a way to take roll call and to monitor the students' progress.

The prize was an incentive for them to stay for the entire class as some would leave before it was over, said Janossy.

"It's a real treat for them."

The difference between their name writing from the first class to now was remarkable, she said.

"This class has been a real confidence builder for the students. We really have a good time together."

7.4 Keys to Success: Literacy for Persons with Developmental Disabilities

This Rehabilitation Review *article (Volume 11, Number 10, October 2000) was co-written by Richard Locken of the Saskatchewan Association of Rehabilitation Centres (SARC) and Jeanette Coombe of the Vocational and Rehabilitation Research Institute (VRRI).* Rehabilitation Review *is published monthly by the VRRI Research Department with funding from the Alberta and Calgary PDD Boards. The article reviews four keys to literacy education success which have been significant for learners with intellectual / developmental disabilities. These are: specific tutor qualities, adopting learner-centred approaches, selecting appropriate written materials, and fostering networks of support and outreach. It reproduces some information given in the* SARC Supplementary Tutor Handbook. *It is also available online at:* http://www.vrri.org/rhb10b00.htm

The Vocational and
Rehabilitation
Research Institute

Saskatchewan Association
of Rehabilitation
Centres

"I want to improve my reading and writing and I want to learn to work on the computer and do some math. I hope that by learning new things that I can have a more independent life. I would like to be able to stay at my own apartment and take care of my banking. I feel that if I upgrade my skills that I can one day be making my own decisions." (Sandra Busch, Literacy Learner and Self-Advocate, Beausejour, MB).

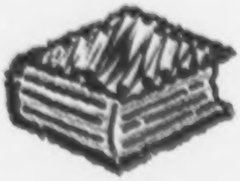
Building literacy skills can be a meaningful experience for any adult, but doing so can be even more significant for adults with developmental disabilities. With improved reading ability comes higher expectations, improved self-esteem and more opportunities including employment possibilities. In many cases, community living becomes easier and more successful, and literacy allows adults with developmental disabilities to become active citizens and more effective self-advocates.

Learners with developmental disabilities may face more challenges than the typical adult learner. Insufficient instruction in the past, lack of retention, slow learning pace, short attention span, generally poorer language skills, low confidence and even transportation to the learning site are all potential barriers. Volunteer literacy tutors and learners' own networks play important roles in helping individuals overcome these barriers. This *Rehabilitation Review* will look briefly at each of four keys to literacy education success which have been identified as significant for people with developmental disabilities – tutor qualities, learner-centred approaches, written materials and support and outreach. These keys come from the *SARC Support Inclusion! Literacy Project*, conducted by the Saskatchewan Association of Rehabilitation Centres (SARC), the literature and our broader experience.

Tutor qualities

Rehabilitation workers or tutors working with people who have developmental disabilities need certain characteristics and aptitudes to ensure successful learning relationships. Obviously, they must embrace the belief that the adult learner can learn, and they must feel competent and confident in their ability to instruct. The Roeher Institute (1994) cites respect for the learners, good communication skills, perseverance, enthusiasm, interpersonal sensitivity and concern for the whole person as vital qualities for an instructor. Other qualities include creativity, awareness of needs, basic training and supports, a sense of humour and the desire to celebrate success.

Learner-tutor interactions should always be egalitarian rather than hierarchical. In essence, both participants are learning and benefiting from the relationship. Student and instructor should always treat each other in a manner they would find acceptable for themselves. And it is also important that the tutor does not impose herself or himself on the student by, for example, "fixing" writing, or suggesting topics.



Learner-centred approaches

As much as possible, adult literacy learners with developmental disabilities should generate their own learning goals, based on their own interests and needs. Being in control of their own learning builds self-esteem and helps retain interest.

In some cases, the tutor may need to help the learner set goals for learning. We've learned that the tutor may also need to work with the learner to set realistic small steps which lead toward a larger goal. And, although a balance will need to be struck between immediate literacy needs (such as reading medicine labels) and longer term goals (such as reading a mystery novel), it's important to remember that reading has recreational as well as functional uses.

Educators of people with developmental disabilities emphasize that

- most learners have an attention span of 15-30 minutes for one activity,
- progress can be very slow— measured in months rather than weeks— and dependent upon the frequency and consistency of instruction,
- students are concrete learners, so stories linked to their own experiences will be easier to understand,
- tutors need to be creative and flexible with instructional methods, adapting the learning needs to the interests of the student,
- tutors should use as many different activities as possible for each concept being taught, and, above all
- progress will be faster when both student and tutor are having fun!

DETOUR
DETOUR

Written materials

Use "high interest, low vocabulary" reading materials that are meaningful to the interests, life experience, and self-identified "needs" of the reader. According to van Kraayenoord (1992), appropriate written materials should

- be age appropriate and not pedantic,
- provide the opportunity for learning,
- be meaningful for the reader,
- have simple sentence structure, avoiding complex syntax or abstractions,
- follow a logical progression and avoid time displacement (future or past),
- use natural, everyday language, and
- be presented in a clear, uncluttered format, with illustrations linked to the text.

We found very few people producing written materials intended specifically for adults with developmental disabilities. The Norah Fry Institute in England produces information sheets (called *Plain Facts*) on a variety of topics (see http://www.bris.ac.uk/Depts/NorahFry/PlainFacts). The Roeher Institute in Toronto is another source for plain language products. And the VRRI also creates plain language materials.

However, the shortage of appropriate materials means that tutors and rehabilitation workers need to be creative. Many tutors recommend using English as a Second Language (ESL) materials, as they are intended for adult learners, use clear language, and include many pictures and illustrations. Others use the Language Experience Approach, in which the students dictate their ideas to the tutors and then learn to read these created texts, first with assistance and then alone. Repetition and the predictable text are helpful to the learner.

Support and outreach

For both young and adult readers alike, new literacy skills must be practised and reinforced in different contexts daily. So, it is essential that all people involved with the individual are aware of what the student is learning, and how they can help in the transfer of skills to other areas of that person's life. Communication and co-operation between support networks and learners in the home, teaching and work environments can maximize "learning in context" opportunities. In fact, recent work by Beck and Hatt (1998) indicates that such support networks can be crucial in helping learners in "early literacy stages" advance to the point where they are prepared for entry into more mainstream literacy programming.

Koppenhaver and Erickson (1994) emphasize how important it is that learners with developmental disabilities have exposure to written materials, regardless of their current literacy levels, in their home or social environments. Keep pencils and paper at hand, and use the local library so learners can choose the books, videos or tapes they are interested in. Learners benefit from watching others use print materials, listening to others read and having opportunities to discuss books, re-tell the stories or ask and answer questions. Doing homework regularly and having someone to provide help when necessary can also be important in supplementing literacy instruction.

There are endless opportunities to reinforce literacy skills through day-to-day activities. Learners understand and retain more when words in their new vocabulary are directly related to their real-world activities. Some ideas include

- reading recipes while cooking,
- marking important events on a calendar,
- reading traffic signs,
- making a shopping list before going to the store, and
- choosing what to watch on TV with the help of the printed television listings.

Conclusion

The reality is that literacy programs often don't have adequate knowledge of the particular learning needs of people with developmental disabilities, while staff who work in the field often think they don't have adequate experience in teaching literacy skills. Therefore, it is crucial that literacy and disability organizations co-operate and consult to serve this unique population and, by doing so, help them become fuller participants in their communities.

References

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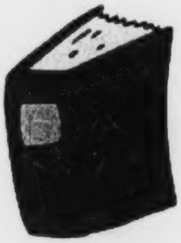
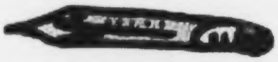


7.5 Literacy Enhancement: The Bridge to Community Access – National Literacy Secretariat Grant 2000-2001

Coralea Propp, Functional Academic Coordinator / Volunteer Coordinator at Cosmopolitan Industries in Saskatoon wrote the following article for Update, *the regular publication of the Saskatchewan Association of Rehabilitation Centres (SARC). The article discusses that agency's project, funded by the National Literacy Secretariat, to help participants with intellectual / developmental disabilities to increase their workplace literacy skills. Lou Bakota is the primary staff person delivering the literacy instruction.*

Our year long grant is coming to an end on July 31, 2001. Our goal is for adults with moderate to severe intellectual and / or multiple disabilities to have increased access and support towards community involvement through functional literacy. A total of 47 participants are currently involved in literacy programs through the grant.

Each selected participant was assessed for literacy needs and individualized programs were implemented. Literacy barriers in the workplace were discussed with employers and work environments were assessed for literacy skills necessary for employees.

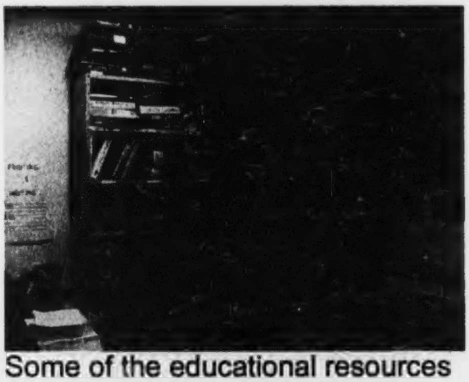


The literacy programs required and offered are:

- **Community Awareness** (street signs, social sight survival signs / words, street safety, strangers, crisis planning / problem solving, appropriate social distance, bus etiquette, WHMIS signs and community resources),
- **Reading** (community signs, personal identification information / I.D. cards, individual choice of reading material, i.e. books, newspapers, recipes, T.V. Guide),
- **Money Skills** (bus fare, coin identification, coin value, purchasing and safety with money),
- **Time Telling** (coffee break times, lunch times, bus times, key times, and environmental cues),

- **Communication and / or Telephone Skills** (communication with co-workers and boss, using a telephone and phone numbers), and
- **WHMIS** (Work Hazardous Materials Information System – symbols, precautionary measures, safety and emergency situations).

With a $5000.00 grant from the Saskatoon Foundation, staff were able to expand and develop a valuable resource library to help teach all the literacy programs. We have many new and useful teaching tools from across North America and, thanks to SARC, from across the world. With the invitations from SARC staff, we have been able to participate in a number of professional development workshops regarding literacy as well.



Some of the educational resources used by Cosmopolitan Industries.

> **"Progress was apparent in everyone who had the chance to participate."**

The opportunity to teach a participant a required skill on-going for a year has been successful for all those involved in the literacy grant. We accomplished our goals and hope to continue teaching skills required once the grant is completed. Progress was apparent in everyone who had the chance to participate.

Cosmopolitan Industries Limited would like to thank the staff at SARC involved in literacy who have been supportive and helpful throughout this past year.

7.6 The *Way to Work* Program Offers Post-Secondary Opportunities

Sheila Bonny, an instructor with the Way to Work *program at the Saskatchewan Institute of Applied Science and Technology (SIAST) – Kelsey Campus, wrote the following article for* Dialect *(September / October 1998), the regular publication of the Saskatchewan Association for Community Living (SACL). The article discusses the* Way to Work *program, and relates the experiences of some of the participants in that program.*

A 40-week employment preparation program for adults with intellectual disabilities is being offered at the Kelsey campus of the Saskatchewan Institute of Applied Science and Technology (SIAST) in co-operation with SACL. The program originated through discussions between SACL and the Basic Education 10 Coordinator about the needs of adult learners at Kelsey. The two agencies had a vision of an inclusive society and shared a concern about people with intellectual disabilities. The result was the *Way to Work* employment preparation program that began in April 1996. Its success led to the 1998 Post-Secondary Educators of Distinction Award.

> **"The two agencies had a vision of an inclusive society and shared a concern about people with intellectual disabilities."**

The *Way to Work* program combines classroom time at the Kelsey campus with workplace training in local businesses. Both SACL and Kelsey meet to assess progress and to locate full-time employment. SACL provides continued employment counseling for the participants after the program's conclusion.

The SACL and Kelsey jointly select candidates for the program. SACL's Employment Opportunities consultants refer potential candidates who are then interviewed to assess their motivation and readiness to work. The participants vary widely in ability levels and many have been labelled functionally illiterate. Some people have never worked, lived independently or had to make decisions of significance. The instructors work with each person to determine and develop their potential.

As SIAST students, the *Way to Work* students have access to Kelsey campus resources, including the library, fitness and weight rooms, the gym, cafeteria and counselling services, and are integrated into the social and recreational activities of the Basic Education Department and wider campus life. The students' presence on campus allows Kelsey staff to develop an understanding of the challenges faced by individuals with intellectual disabilities. Their inclusion encourages other Kelsey campus students to accept inclusion as the ordinary course of life and to think about how, as potential future employers and citizens generally, they can accommodate people with disabilities.

During the *Way to Work* program, participants have increased their social skills, strengthened their lifeskills, developed independent living skills, improved physical fitness, acquired awareness of socially acceptable hygiene and grooming, practiced communication skills, redefined their employment goals and learned new job skills. With each success, the students grew in confidence and self-esteem. Participants practised social skills when attending presentations and video showings at the public library, joined in concerts with other Kelsey students, and welcomed international English as a Second Language students who visited the program. They also proudly prepared for and hosted classroom coffee parties.

Once a month, the class enjoyed shopping for groceries, prepared nutritious meals and, of course, ate heartily together. They cooked such meals as jaloff rice, chili, salads, sandwiches, veggies and dip, fruit salad, instant puddings and Rice Krispie squares. One woman who had never cooked before showed real skill, took a new interest in food preparation and then tried a work placement in a hotel kitchen. Another student, having never lived before on her own, made excellent use of the cooking lessons as she had moved to the city to attend the *Way to Work* program. She made great strides toward independent living: Shopping, cooking, cleaning, doing laundry and making new friends. When it came time for her first work placement, she was frightened to ride the buses alone. However, after an instructor rode the bus route with her for the first time, she took the bus confidently, even to meet friends and to shop at suburban malls on the weekends.

SIAST
SASKATCHEWAN INSTITUTE OF
APPLIED SCIENCE AND TECHNOLOGY

At the beginning of the program, many students lacked the stamina for a day's work. They received training in the use of Kelsey's weight room and exercise machines and had weekly exercise classes with activities like floor hockey, badminton, basketball, volleyball, aerobics, swimming and bowling. As a result of the exercise in the gym and at work placements, many participants showed increased endurance. One man proudly made a new notch in his belt to hold up his newly baggy jeans.

With encouragement from instructors and peers, many participants made improvements in their personal hygiene and general grooming. They used checklists; some who didn't read used pictures to remind them to shower, shampoo, shave, brush their hair and wear clean clothes daily.

Peer encouragement also resulted in improved communication skills. Classmates urged, "Wait your turn," when participants monopolized class discussions and "Use complete sentences" when one man spoke using only single words. Soon everyone was taking turns and speaking confidently in complete, if short, sentences. They also supported one another as they practiced telephone skills by calling businesses for information. Role playing suitable solutions to conflicts with friends or workmates was a favourite activity. A five minute video "movie" of a *Way to Work* role play was played and replayed.

> **"Peer encouragement also resulted in improved communication skills."**

Other activities further contributed to the students' confidence and self-esteem. The Kelsey counsellor and community public health nurses taught, through lessons in sexuality and safe sex, that people have the right to control their own bodies. Instruction in rudimentary first aid and CPR gave students self-confidence in emergency situations. By volunteering to prepare mailings for READ Saskatoon and to distribute school supplies to other students in Basic Education, they contributed to the community and practiced cooperative group work skills. This also showed the general Kelsey student body that the *Way to Work* students have real abilities.

Participants also gradually gained confidence with technology. Learning to use calculators enabled people to comfortably complete exercises such as shopping, banking and catalogue ordering. Many participants had never used computers before they joined *Way to Work*. One new computer user enjoyed the daily 30-minute computer class more than any other activity. Later, when we visited her on a work placement, we found her during a break teaching another, non-disabled co-worker how to play a computer game. Smiling broadly, she told the class that, on discovering her love of computers, the staff at her work placement had begun to teach her how to write a letter on the computer. She was doing word processing.

The work placements served to help the participants redefine their employment goals, as well as learn new skills. Each participant tried four to eight different jobs. One man was determined to do kitchen prep work, at which he'd been successful ten years previously. He had two unsuccessful work placements in hotel kitchens where he complained of an aching back and his employers complained about his lack of initiative. Finally, he reluctantly agreed to try a placement washing cars. There, the employer found him to be cheerful, reliable and capable. He was hired as a regular employee. Another man had been labelled "unemployable," partly because he communicated little with others. However, the *Way to Work* program instructors found him to be "everlastingly cheerful, reliable and willing to work." With encouragement of his classmates, he spoke more and proved himself to be a capable worker. He was the first in the class to be hired and became an inspiration to his peers. His employer calls him "a keeper." One cheerful student with a strong work ethic has yet to be hired. However, her mother reports that she has never been happier or more confident.

All these accomplishments, whether in employment, self-esteem or living skills are viewed as successes for people who are facing challenges as they discover their abilities.

* * *

7.7 Opening of Cypress Hills Ability Centre Library

Jeanette Goohsen wrote the following report about the creation of a library at the Cypress Hills Ability Centre, in Shaunavon, SK. The Cypress Hills Ability Centre, a member of the Saskatchewan Association of Rehabilitation Centres, was instrumental to the creation of the SARC Supplementary Tutor Handbook *by acting as a pilot agency.*

In June of 2000, we were able to open a library for use of clients and staff. Earlier in May, the public school in Shaunavon had a book sale. We were able to get 4 books for 35 cents. We went wild. I took two literate clients and our summer worker (who is the daughter of the public school principal). We bought about 150 books. I also informed the Grade 1 teacher that we were always looking for books. She said she would keep an eye open for us.

We took an old counter which was used for trophies and moved it over to the other side of the building where the computers were. Two of my literate clients and I re-painted the library in a beautiful turquoise colour. The clients then helped to categorize and sort the books into levels of readability. I also devised a plan by which there was some accountability when people took out books. The date, name of book and who took it out were written in a scribbler. One of my clients who is very keen about books was placed in charge of checking off returned books.

Jeanette Goohsen and other staff are pleased with the new agency library.

In March 2001, a new Program Co-ordinator was hired at the centre. I was put in charge of a "Literacy Hour" which is every Wednesday afternoon from 1:00 p.m. to 2:00 p.m. At this time all the clients are invited upstairs to sit. Usually three literate clients are invited to read a short story. At the end of the hour, I ask three other clients to pick out something to read that they are comfortable with for the next week. Now everyone wants to read every week!

Section 8
Bibliography

8.1 Introduction

Here is a list of helpful reference materials, primarily on the topic of literacy for people with intellectual / developmental disabilities. The reference materials are listed according to the medium of the particular reference material.

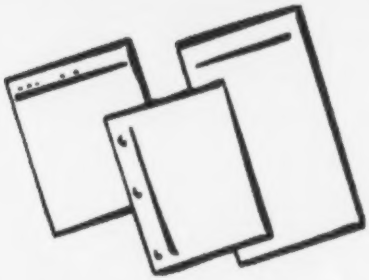
The symbol code is as follows:

📖	Printed Materials
📕	Articles
⇄	Online Documents
🌐	Web Sites
📰	News Groups
💾	Software
✒	Publishers

Be sure to check out the Bibliography of the *SARC Supplementary Tutor Handbook*, too!

8.2 Printed Materials

PRINT



Community Living and Literacy: Resources for Improving Communication in Our Communities. The Canadian Association for Community Living. Toronto, ON: Roeher Institute, 1999, 13 pp.

Dewsbury, Alison, Jennings, J. & Boyle, D. *Bridge Reading Handbook*. Toronto: OISE Publishing, 1983.

The Bridge Reading Program, a developmentally based teaching method that uses logographs, the pairing of words with pictures, for teaching prereading skills as well as the basic concepts of reading in the context of reading itself, is described in this handbook. The first two chapters contain background information, a rationale for the program, and an overview of it. Chapter three covers teaching Bridge reading, including organization of materials, classroom organization, teaching strategies, and the teaching structure of the program. Chapters four and five contain sample lessons covering the 10 levels of the program.. Chapter six presents the activities and games used in the program under the headings of language experience activities, comprehension activities, match-to-sample games, and language extension activities. Chapter seven covers the use of the program with the older nonreader, while the final chapter describes how the program can be used for the nonverbal or the severely intellectually handicapped person.

Dziwulski, Marg. ***Developing Literacy Skills for Persons with Developmental Disabilities: Some Considerations***. Chapel Hill, NC: University of North Carolina, Clinical Center for the Study of Development and Learning, 1994.

This 47-page document discusses fundamental principles, assessment, and intervention strategies for promoting emergent and conventional literacy in individuals with developmental disabilities. Includes additional resources and recommended readings.

Gable, Robert A. & Warren, Stephen. ***Strategies for Teaching Students with Mild to Severe Mental Retardation***. London: Jessica Kingsley Publishers, 1993, 300 pp.

Contributors highlight the need for the continuation of effective instruction for students with mild to severe mental retardation alongside instructional research into this field.

Hingsburger, Dave. ***do? be? do?: What to Teach and How to Teach People with Developmental Disabilities***. Magog, PQ: Diverse City Press.

From his experiences, Dave discusses ideas about how we should be teaching people who have come to fear learning and expect failure. A continuation of the behaviour series. Diverse City Press Inc. produces and distributes inspiring and informational books, audio CD's and video tapes, dealing with persons with developmental disabilities, and a range of social issues.

Law, James A. & and Palma Law, Josephine H. ***MNEMOSYNTHESIS – A Trainer's Handbook for Whole Brain Cognitive Rehabilitation***. North Bay, ON: The Seven Arrows Learning & Rehabilitation Centre, Inc.

A synthesis of 13 years of research and hands-on experience in the exciting field of whole brain developmental learning. *Mnemosynthesis* has been recognized for its effectiveness in the requirement of cognition functioning. The Seven Arrows Learning Centre is an independent learning centre offering a structured supporting learning environment to moderate special needs students.

Lockert, Richard. ***SARC Supplementary Tutor Handbook: Supporting Literacy for Persons with Intellectual / Developmental Challenges***. Saskatoon: Saskatchewan Association of Rehabilitation Centres, 2000.

The Saskatchewan Association of Rehabilitation Centres (SARC) developed this *Handbook* to be a useful reference guide for people working with adults with intellectual / developmental disabilities. This includes (1) volunteer tutors working one-on-one with learners through mainstream literacy programs, and (2) disability practitioners delivering programs in group homes, rehabilitation centres, sheltered workshops, day programs and so on. This 252-page *Handbook* is the product of extensive research of the existing literature, discussion and exchange with literacy experts, practitioners, and some learners, and input from pilot agencies delivering literacy programming. Whenever possible, learners' words and the words of experienced practitioners are used in this *Handbook*. Sections include: The Learners, Advice to Tutors, Keys to Success, Assessment, Literacy Activities, Readings, Bibliography. The creation of the *SARC Supplementary Tutor Handbook* was made possible through funding from the National Literacy Secretariat, in partnership with Saskatchewan Post-Secondary Education and Skills Training, and the Saskatchewan Literacy Foundation, in partnership with SaskEnergy.

Logan Oelwein, Patricia. ***Teaching Reading to Children with Down Syndrome: A Guide for Parents and Teachers***. Bethesda, MD: Woodbine House, 1995, 392 pp.

This book presents a nationally recognized reading program for children with Down syndrome which effectively meets each child's unique learning needs and style. The reading method and lessons presented here are specifically designed to be motivating, fun, and rewarding. Using flash cards, games, charts, and books, the program emphasizes that most children with Down syndrome are visual learners. Parents can customize lessons to capture their child's interest and set the learning pace to a level for greatest success. This step-by-step guide to reading allows parents to work with their child at home and helps them coordinate reading lessons with teachers, ensuring the continuity of their child's education year after year.

Nadel, Lynn & Rosenthal, Donna (Eds.). ***Down Syndrome: Living and Learning in the Community***. New York, NY: John Wiley & Sons, 1995, 312 pp.

Provides cutting-edge, up-to-date information concerning Down Syndrome and the programs and services which are evolving to help people with this genetic disorder achieve their full potential in community life. Each section begins with a commentary by a young adult with the disease who describes feelings and accomplishments in his/her own words and offers advice. Comprised of seven parts including individual independence, family support, siblings, behavior, cognitive development, language acquisition, health care advances, education and employment opportunities.

Pringle, Janet. ***Is it Plain?: A Manual for Plain Language Writers***. Calgary, AB: The Vocational and Rehabilitation Research Institute (VRRI), January 2001.

Plain language is communication that is understandable by the people for whom it is intended. Another term often used is reader-based language. This manual focuses on creating plain language materials for people with very limited reading skills. It is becoming particularly necessary as we move into an era when independence is being promoted and our old "let me do it for you" attitudes are changing. More people with developmental disabilities are living in the community, with decreasing staff support. The manual is intended primarily for people who want to communicate written information effectively to those with very limited reading abilities.

Wade, John Space. ***Adult Basic Literacy and Numeracy for the Developmentally Challenged***. Waterloo, ON: The Waterloo County Board of Education, September 1995.

Wagner, J. ***Constructing a Story-Based Literacy Program for Developmentally Challenged Adults.***. St. Catherines, ON: Community Education Services Department of the Lincoln County Board of Education; the Reading Clinic of the Faculty of Education of Brock University; the National Literacy Secretariat; the Ontario Ministry of Education and Training and Skills, 1996.

8.3 Articles

ARTICLES

The following articles or papers were originally cited with:

- **AskERIC** (Educational Resources Information Center), a personalized Internet-based service providing education information to teachers, librarians, counselors, administrators, parents, and anyone interested in education.
- **ARIS** (Adult Education Resource and Information Service), a one-stop information service for advice and support on adult education, specialising in adult English language, literacy and numeracy.
- **Other sources.**

Wherever possible, abstracts for the articles are provided.

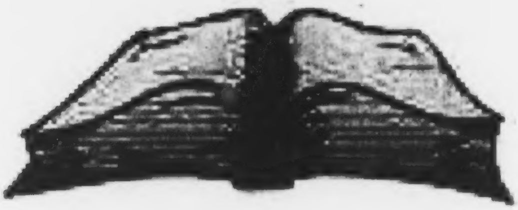
Browder, Dianne M. & Lalli, J. S., **"Review of Research on Sight Word Instruction,"** in *Research in Developmental Disabilities*, Vol. 12 (1991), pp. 203-228.

Research in Developmental Disabilities is aimed at publishing original research of an interdisciplinary nature that has a direct bearing on the remediation of problems associated with developmental disabilities. As the title suggests, this article examines sight word instruction for people with developmental disabilities. [ISSN: 0891-4222]

Clunies-Ross, Graham, **"Intellectual Disability - Language and Reading,"** in *The Right to Read: Publishing for People with Reading Disabilities.* Canberra: The National Library of Australia, 1991.

Driscoll, Coralie & Kemp, Coral, **"Establishing the Equivalence of Single Word Reading and Language in Children with Disabilities,"** in *Journal of Intellectual and Developmental Disability*, Vol. 21, No. 2 (1996), pp. 147-157, pp. 115-139/

Six boys with moderate intellectual disability were instructed in single-word reading and either picture labeling or simple reading comprehension. Subjects were assessed in all three skill areas. Results indicated that the four subjects who attained proficiency in trained tasks were successful in learning the untrained areas (a generalized response).



Dulac, G. & McCarthy, William F., ***MSAD. 11 Adult Education for the Handicapped***. Gardiner Area School Administrative District MSAD 11. Augusta, ME: Maine State Planning Council on Developmental Disabilities, 1980, 52 pp.

Intended as a guide for implementation of an educational program for handicapped adults, this manual discusses essential components for an educational developmental disabilities program using an adult education delivery system. Materials are based on efforts of the MSAD (Maine School Administrative District) #11 to offer educational programming to developmentally disabled adults in the Gardiner area. Section 1 discusses responsibilities and composition of an advisory council. Needs assessment and initial program implementation are the focuses of the next section. In section 3 administration is covered, including facilities and transportation, staffing, budgets, and administrator responsibilities. Section 4 considers formulation of project goals, policies, and procedures. Section 5 focuses on a comprehensive delivery system. The MSAD 11 program of instruction is described which involves initial student evaluation, development of Individualized Education Prescriptions, and the stations approach to learning. Section 6 discusses pre-vocation in terms of MSAD 11's prevocational program. Section 7 provides a curriculum content outline with these major skill areas: self-help, motor developmental, receptive oral language, reading expressive oral language, writing, expressive and receptive nonverbal language, cognitive, daily living, personal/social, occupational guidance preparation, and life coping. The final section is an interview with a literacy instructor.

Farrell, Margaret E., **"Literacy Skills of the Intellectually Disabled,"** in *Open Letter: Australian Journal for Adult Literacy Research and Practice*, Vol. 1, No. 2 (1990), pp. 14-26.

A group of 21 adults with moderate intellectual disabilities were administered language assessment, reading, spelling, informal writing, and phonics tests. Most had difficulties with oral language, memory, and psycholinguistic or psychomotor skills. Opportunities to talk with skilled language users about written text were important to developing reading and listening comprehension skills.

Farrell, Margaret & Elkins, John, **"Literacy for All?: The Case of Down Syndrome,"** in *Journal of Reading*, Vol. 38, No. 4 (December 1994 / January 1995), pp. 270-280.

Hedrick, Wanda B., Katims, David S. & Carr, Norma J., **"Implementing a Multimethod, Multilevel Literacy Program for Students with Mental Retardation,"** in *Focus on Autism and Other Developmental Disabilities*; Vol. 14, No. 4 (Winter 1999), pp. 231-239.

Nine elementary students with mild to moderate mental retardation were taught to use a balanced, multimethod, multilevel language arts framework that blended phonics and basal instruction with holistic and contextualized approaches. Children made gains in word identification and reading comprehension strategies, metalinguistics, written language, and confidence in the written word.

Journal of the Association for Persons with Severe Handicaps (JASH), Vol. 24, No. 1 (Spring 1999).

Articles in this issue are: Farewell & Welcome Editorials; Literacy Before and After Inclusion; Community Experiences of Adults with Developmental Disabilities; Parent Perceptions of Siblings' Interactions; Comparison of Day Programs; Survey of Secondary Level Teachers on Inclusive Education. (ISSN 0274-9483)

Katims, David S., **"Literacy Instruction for People with Mental Retardation: Historical Highlights and Contemporary Analysis,"** in *Education and Training in Mental Retardation and Developmental Disabilities*; Vol. 35, No. 1 (March 2000), pp. 3-15.

This article reviews historical highlights of literacy education for people with mental retardation over the last 200 years. The second part investigates the current state of literacy instruction as represented in a sample of contemporary professional special education textbooks pertaining to descriptions of academic characteristics, assessment procedures, and instructional procedures.

Katims, David S., "**The Emergence of Literacy in Elementary Students with Mild Mental Retardation,**" in *Focus on Autism and Other Developmental Disabilities*, Vol. 11, No. 3 (Fall 1996), pp. 147-157.

This study examined effects of immersing four primary grade students with mild mental retardation in a literacy-rich environment. A variety of instructional strategies was used to assist students in understanding stories read aloud by adults, developing decoding skills, and developing prereading/writing skills. Results indicated the students made measurable progress.

Katims, David S. ***The Quest for Literacy: Curriculum and Instructional Procedures for Teaching Reading and Writing to Students with Mental Retardation and Developmental Disabilities***. MRDD Prism Series, Volume 2, 2000.

The second volume in MRDD's Prism series is a practitioner-oriented monograph presenting an optimistic perspective on outcomes for emerging readers with mental retardation. The text includes many practical strategies for assisting students with developmental disabilities to gain meaning from text and to communicate in written form. This monograph presents a collection of methods, materials, and techniques for assessing and teaching students with mild to moderate mental retardation to become successfully literate. Part 1 offers a foundation for literacy instruction and considers whether students with mental retardation can learn to read and write, the existence of multiple ways to teach literacy, characteristics of a teacher with a progressive literacy perspective, and evidence of literacy achievement for students with mental retardation. Part 2 focuses on literacy assessment including reasons for assessment, the important stages of literacy development, and assessment techniques and devices. Part 3 is on teaching word identification and comprehension strategies to students with mental retardation and also discusses what teachers must know about the English language to teach reading. Part 4 addresses the teaching of writing strategies to this population with specific consideration of the nature of writing, how students with mental retardation progress in writing, and how teachers can help students improve their expressive writing. The final section offers analysis of an example of a successful classroom.

King-DeBaun, Pati. ***Using Stories to Promote Beginning Communication / Language and Emergent Literacy Learning***. Paper presented at the 20th Annual Southeast Augmentative Communication Conference, Birmingham, AL, October 1-2, 1999.

This paper discusses how to use stories to promote beginning communication and language in students with severe communication and/or cognitive impairments. It describes a layering approach for building emergent literacy and augmentative and alternative communication skills. This layering approach is used with professional staff to introduce strategies or layers of facilitation techniques including technology in a gradual manner. The approach is designed to allow consultants to address the needs of a broad range of students, reinforce layers that already exist within a particular classroom or program, and/or compliment or move the facilitator to the next level or layer of implementation techniques. The paper begins by providing general philosophies on using stories to support language and literacy development and then describes the following layers for implementing aided-language stimulation techniques: (1) supported story retelling; (2) supported story readings; (3) independent story readings; (4) supported story construction; and (5) skill development, including word matching, phrase matching, phonemic awareness, and recognizing punctuation. Strategies for using books for learning in inclusive settings are also addressed.

Koppenhaver, D.A, Coleman, P.P., Kalman, S.L. & Yoder, D.E., **"The Implications of Emergent Literacy Research for Children with Developmental Disabilities,"** *American Journal of Speech-Language Pathology: A Journal of Clinical Practice*, Vol. 1, No. 1 (1991), pp. 38-44.

Reviews research in the emergent literacy of nondisabled children and the home and preschool environments of children with developmental disabilities. Draws implications for parents, practitioners, and researchers.

Lalli, Joseph S. & Browder, Diane M., **"Comparison of Sight Word Training Procedures with Validation of the Most Practical Procedure in Teaching Reading for Daily Living,"** in *Research in Developmental Disabilities*; Vol. 14, No. 2 (March-April 1993), pp. 107-127.

The effectiveness and efficiency of stimulus fading, stimulus shaping, time delay, and a feedback only procedure were compared in teaching three adults with moderate developmental delays sight words. Results showed no clear advantage for any one procedure. The benefit of conducting a preliminary evaluation of instructional procedures during controlled training is discussed.

Love, Kristina, Clarke, Libby, Ryan, Jan & Love, Anthony, **"Adult Literacy in the Rehabilitation Process: Issues Across the Systems,"** in *Open Letter: Australian Journal for Adult Literacy Research and Practice*, Vol. 4, No. 1 (1993).

Marshall, Margaret, **"What Can I Read? Resources for Adults with an Intellectual Disability,"** in *The Right to Read: Publishing for People with Reading Disabilities.* Canberra: The National Library of Australia, 1991.

Mefferd, Peggy E. & Pettegrew, Barbara S. **"Fostering Literacy Acquisition of Students with Developmental Disabilities: Assisted Reading with Predictable Trade Books,"** in *Reading Research and Instruction*, Vol. 36, No. 3 (Spring 1997), pp. 177-190.

Implements a literature-based instructional intervention using a series of high interest, predictable trade books. Engages students in story reading supported by teacher modeling of fluent reading, repeated and choral reading of predictable text, and use of multiple cues in written language. Indicates students gained in reading fluency and comprehension, sight vocabulary, and effective use of reading strategies.

Moni, Karen B. & Jobling, Anne, **"LATCH-ON: A Program to Develop Literacy in Young Adults with Down Syndrome,"** in *Journal of Adolescent and Adult Literacy*; Vol. 44, No. 2 (September 2000), pp. 40-49.

Newspapers in Adult Education: A Sourcebook. Product of the International Consultative Forum on Education for All. Paris: United Nations Educational, Scientific, and Cultural Organization (UNESCO) / World Association of Newspapers, 1998, 30 pp.

This sourcebook offers 10 examples of how partnerships between educators and newspapers can play an active role in preparing informed citizens and in making adult education more attractive and effective. The examples are drawn from newspaper-education partnerships in the following countries: Argentina, Cameroon, Mali, Mexico, the Netherlands, Norway, Sweden, South Africa, and the United States. Each project description explains what it is, who reads it, what it has achieved, what lessons have been learned, and who to contact. Projects are as follows: (1) Children Teach Their Parents to Read; (2) "News You Can Use" for Rural Africans; (3) Rural Realities in Local Languages; (4) A Book for the Price of a Newspaper; (5) Reading Newspapers with Newly Literate Adults; (6) Families Read and Learn Together; (7) Easy Reading for People with Intellectual Disability; (8) Easy Reading in English and Zulu; (9) Reaching Out to Immigrants; and (10) A Writing Program for Young Prisoners. Two sources of further information are listed.

Pierce, Patsy L. & Porter, Patricia B., **"Helping Persons with Disabilities to Become Literate Using Assistive Technology: Practice and Policy Suggestions,"** in *Focus on Autism and Other Developmental Disabilities*; Vol. 11, No. 3 (Fall 1996), pp. 142-146.

This article explores the use of assistive technology to teach basic literacy skills to individuals with disabilities. Literacy assessment and intervention techniques, policy issues related to literacy and assistive technology, and future directions are discussed. The importance of developing policy to ensure the delivery of literacy instruction using assistive technology supports is emphasized.

Reale, Robin. ***Program Design for a Community-Based Literacy Program for Adults with Mental Retardation*****.** Paper presented at the Annual Meeting of the American Association on Mental Retardation. New Orleans, LA, May 24-28, 1999.

This brief paper describes a literacy program for adults with mental retardation in the Boston metropolitan region developed when more than 300 individuals formally requested literacy services. Several cognitive and literacy assessments were reviewed and implemented. No one assessment was found to be sufficient to assess ranges from pre-literacy to high school. The Brigance and Diagnostic Assessment of Reading (DAR) were found to be the most helpful in determining literacy level, learning style, and type of instruction. The most successful instructional approach included a combination of phonics and whole language. The single most significant variable in reading success was learning across settings more than once a week. Learners who received literacy help at home or at work in addition to classroom group instruction showed the most improvement in word meaning. Program participants gained from .5 to 2.5 grade levels in one year of instruction. It was concluded that adults with mental retardation have the greatest reading success when they follow the same steps in reading development as adults in community-based adult education programs.

ABC

Saint-Laurent, Lise, Giasson, Jocelyne & Couture, Carole, **"Parents + Children + Reading Activities = Emergent Literacy,"** in *Teaching Exceptional Children*, Vol. 30, No. 2 (November-December 1997), pp. 52-56.

Describes a program for parents and pre-school teachers that has produced positive results in emergent reading behaviours in young children with developmental disabilities. Essential program elements include parents as literacy role models, frequent and regular exploration of print, interactions with adults in reading situations, and family learning. Specific activities are suggested.

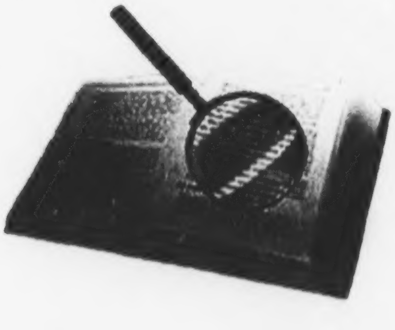
Saloviita, Timo, "**An Inclusive Adult Education Program for Students with Mild to Severe Developmental Disabilities: A Pilot Project in Finland,**" in *Developmental Disabilities Bulletin*; Vol. 28, No. 2 (2000), pp.27-39.

An inclusive, zero-reject adult education program supported students with mild to severe developmental disabilities in their participation in mainstream education in Finland in various institutions, such as vocational schools, institutes, and university faculties. While not formally enrolled as students of these institutions, they were allowed to participate. Their curricula were individually adapted, and they received support from program facilitators and student volunteers. Experiences of the first 15 students in the program indicated that students themselves, their families, and the program facilitators, although evaluations differed with settings, evaluated the program and its results positively.

van Kraayenoord, Christina E., "**Literacy for Adults with an Intellectual Disability in Australia (Changes in Literacy),**" in *Journal of Reading*; Vol. 37, No. 7 (April 1994), pp.608-610.

Describes the situation in Australia regarding literacy for adults with an intellectual disability. Discusses instruction for adults, reading materials and resources, and other issues.

van Kraayenoord, Christina E., "**Survey of Adult Literacy Provision for People with Intellectual Disabilities,**" in *Literacy Update*; Vol. 2 (November 1992).



8.4 Online Documents

ONLINE

Here are some online documents on the topic of literacy for persons with intellectual / developmental disabilities:

- Beck, Kenneth N. & Hatt, Patricia. ***Working with Learning Outcomes for Adults with Developmental Disabilities***. Toronto, ON: The Toronto District School Board, October 1999. **http://www.nald.ca/fulltext/outcomes/index.htm**

This project examined existing literacy outcomes, conducted a literature search, and held focus groups with front-line literacy practitioners, adult learners and developmental workers and counsellors. The central purpose was to identify ways in which the "Demonstrations of the Learning Outcomes" could best enhance success for adults with developmental disabilities in literacy programs. Meanwhile, a major theme of the project was to maintain the integrity of literacy programs and to ensure successful literacy opportunities for adult learners' individual growth and progress. This document presents sample Demonstrations. It reports the results of the "Demonstrations of the Learning Outcomes" to organisations and individuals representing the fields of literacy and developmental disabilities.

Kurtz, Alan, "**Literacy and Developmental Disabilities,**" *Facilitated Communication in Maine ... an Update*. Vol. 14, No. 1 (Winter 1995). **http://www.umeais.maine.edu/~cci/fcmaine/litdd.html**

This is the newsletter of the "Facilitated Communication Project" of the Center for Community Inclusion at the University of Maine. This article is a short summary of the issues related to literacy for adults with developmental disabilities, with emphasis on facilitated communication. Special attention is given to the factors contributing to emerging literacy and reading in individuals with disabilities, including the roles of parents and professionals. The article includes references.

Lockert, Richard. ***SARC Supplementary Tutor Handbook: Supporting Literacy for Persons with Intellectual / Developmental Challenges***. Saskatoon: Saskatchewan Association of Rehabilitation Centres, 2000. **http://www.nald.ca/fulltext/sarc2/cover.htm**

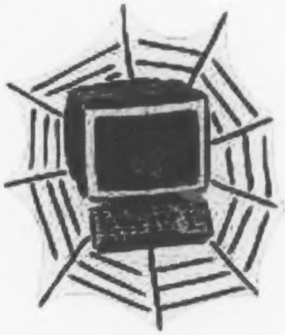
The Saskatchewan Association of Rehabilitation Centres (SARC) developed this *Handbook* to be a useful reference guide for people working with adults with intellectual / developmental disabilities. This includes (1) volunteer tutors working one-on-one with learners through mainstream literacy programs, and (2) disability practitioners delivering programs in group homes, rehabilitation centres, sheltered workshops, day programs and so on. This 252-page *Handbook* is the product of extensive research of the existing literature, discussion and exchange with literacy experts, practitioners, and some learners, and input from pilot agencies delivering literacy programming. Whenever possible, learners' words and the words of experienced practitioners are used in this *Handbook*. Sections include: The Learners, Advice to Tutors, Keys to Success, Assessment, Literacy Activities, Readings, Bibliography. The creation of the *SARC Supplementary Tutor Handbook* was made possible through funding from the National Literacy Secretariat, in partnership with Saskatchewan Post-Secondary Education and Skills Training, and the Saskatchewan Literacy Foundation, in partnership with SaskEnergy.

Lockert, Richard & Coombe, Jeanette, "**Keys to Success: Literacy for Persons with Developmental Disabilities**," in *Rehabilitation Review*, Volume 11, Number 10 (October 2000). Calgary, AB: The Vocational and Rehabilitation Research Institute.
http://www.vrri.org/rhb10b00.htm

This article was co-written by Richard Lockert of the Saskatchewan Association of Rehabilitation Centres (SARC) and Jeanette Coombe of the Vocational and Rehabilitation Research Institute (VRRI). *Rehabilitation Review* is published monthly by the VRRI Research Department with funding from the Alberta and Calgary PDD Boards. The article reviews four keys to literacy education success which have been significant for learners with intellectual / developmental disabilities. These are: specific tutor qualities, adopting learner-centred approaches, selecting appropriate written materials, and fostering networks of support and outreach.

Miles, Barbara, M.ED., "**Literacy for Persons who are Deaf-Blind,**" *DB-LINK Fact Sheet.* The National Information Clearinghouse On Children Who Are Deaf-Blind (January 2000).
http://www.tr.wou.edu/dblink/literacy.htm

This article discusses the importance of literacy for persons who are deaf-blind, the social function of literacy, and the conditions necessary for the development of literacy. Additional readings are suggested. Barbara Miles is a communication specialist/consultant and teacher, experienced with all ages and levels of persons who are deaf-blind. She has taught regional, national and international seminars on communication issues for children who are deaf-blind.



Gurry, Susan & Larkin, Anne , "**Literacy Learning Abilities of Children with Developmental Disabilities,**" in *Currents in Literacy*, Vol. 2, No. 1 (Spring 1999).
http://www.lesley.edu/academic_centers/hood/currents/v2n1/gurrylarkin.html

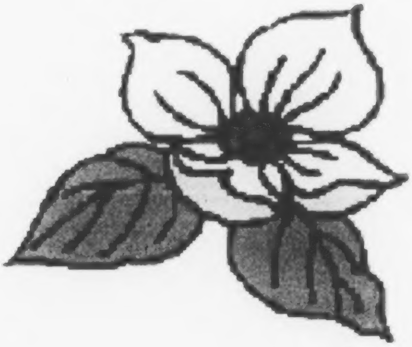
In this article, we will refer to research, both published and unpublished, and emerging practices in literacy interventions for children with developmental disabilities. We will define developmental disabilities and offer several definitions of literacy. We will describe some of the teaching practices which we have seen as successful and offer suggestions for educators based on our research and on the work of our colleagues.

Wordsworth, Scilla & Delany, Helen. ***Public Libraries and Adults with Developmental Disabilities - Opportunities to Use Generic Services or Opportunities for the Personal Development of All Concerned? A Report on the Library Access Programme.*** Midland (Perth) Western Australia: Narkaling, Inc., April 1994.
http://members.iinet.net.au/~narkalin/pages/publicat.htm
http://www.narkaling.com.au/

In Australia, as in many countries, there has not always been an understanding nor a concern for members of the community who have an intellectual disability to have access to books and to public library services. There has been a widespread misconception that all people who have not learnt to read, will not want books. No one chooses to not learn to read, and inability to read should never be interpreted as either inability or lack of desire to learn and develop through books. The Library Access Programme (LAP) demonstrated that people with intellectual disability are no different in this regard. The importance of support became evident through the programme showing that most adults with intellectual disability will achieve more with the right type of support than without. This was confirmed by a survey of previous users who have stopped using libraries. The support needs not only to be informal and positive but also long term. The support offered by the programme was support in access, support in choice of materials and use of a library, and support in use of materials. The need for adult interest "Easy to Read" books and the dearth of material that is suitable for adults with intellectual disability to read was highlighted throughout the programme.

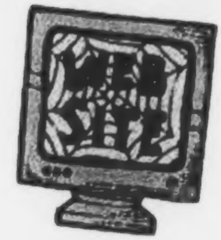
Williams, Jeremy & Williams, Gracie, **Just Like the Dogwood.** Second Annual First Person Literacy Lecture. Presented at the 8th Symposium on Literacy and Disabilities. Research Triangle Park, NC, February 5, 1999
http://www.gac.edu/~dkoppenh/dogwood.html

This is a transcript of Jeremy Williams's "First Person Literacy Lecture" from the 1999 Symposium on Literacy and Disabilities. Jeremy is a young adult with Down syndrome, who describes his educational and literacy journey in this paper. He is an accomplished Special Olympian, a public speaker in some demand, and a Kennedy family scholar (having read and continuing to read everything he can find anywhere about the family). Jeremy began learning to write as an adolescent in high school. He uses writing as a form of thinking aloud on paper in his journal and as a form of communication in letters and notes with his mother, his family, and others. Gracie has spent a long and productive career as a speech-language pathologist, and augmentative communication (AAC) specialist, and assistive technology specialist in North Carolina, and now South Carolina. She has been instrumental in advancing the provision of AAC services to school-aged children in North Carolina and in establishing and maintaining the North Carolina Augmentative Communication Association as one of the best-organized and most active AAC state organization. Jeremy and Gracie agreed to share Jeremy's literacy and education journey at the 8th Symposium on Literacy and Disabilities.



8.5 Web Sites

WEB SITES



AAUAP - American Association of University Affilitated Programs for Persons with Developmental Disabilities
http://www.aauap.org/

UAPs are located at major universities and teaching hospitals in all states, the District of Columbia, the U.S. Virgin Islands, Puerto Rico and territories. UAPs target and engage in activities to support the independence, productivity, integration and inclusion into the community of individuals with developmental disabilities and their families.

The BVC Learning Web
http://www.bvcriarc.org/learningweb/

Blackstone Valley Chapter RI Arc is committed to opening up educational opportunities for adults and children with developmental disabilities. The BVC Learning Web is designed to provide interesting, stimulating and practical lessons in basic literacy. The web is specifically designed for people with developmental disabilities. The lessons are formatted to introduce new material at a measured pace that will allow learners to advance smoothly from level to level. It is designed to be challenging without being frustrating. We hope to use the tremendous resources of the Internet and computer technology to make learning a reality for people who truly want it. In the coming months new material at various levels will be added to the site. This site maybe used on a regular basis to augment other educational activities.

Camphill Soltane
http://www.camphillsoltane.org/

Soltane Communities creates a comprehensive, therapeutic and supportive environment for individuals with developmental disabilities, ages 18 to 25. Established in 1988, Soltane Communities is a life-sharing, educational, intentional community for and with young adults with developmental disabilities. Resident volunteers (coworkers) and their families make their home together with individuals in need of special care in a beautiful, lively, rural community setting. Soltane Communities includes both Soltane College, which seeks to build a bridge from adolescence to adulthood for young adults ages 18-25, and Soltane Community Houses, which seek further independence through focus on the individual's vocational possibilities, interests and potential, providing open-ended, long-term residential living.

Central England People First
http://www.peoplefirst.org.uk/

Central England People First is a growing organisation with branches in Milton Keynes, Wolverhampton, Lincolnshire and throughout Northamptonshire. It is an organization run by people with learning difficulties in order to improve the lives of all people with learning difficulties. This site provides links to joining three mailing lists (Speak Up, Usupport, and EMPOWER) which bring together people who are part of, or who are interested in, the People First / self-advocacy movement worldwide.

Centre for the Arts in Human Development
http://www.total.net/~aladdin/

The *Centre for the Arts in Human Development* is an innovative program based at Concordia University in Montréal. The Centre utilizes the creative arts therapies and applies them to promote growth and development, at this time in people with intellectual and developmental disabilities. The *Centre for the Arts in Human Development* began in October 1996 and its program welcomed 21 participants from four vocational centers in Montreal on a part-time basis through April 1997. As a culmination of our first year's work, we arranged an outreach program, involving an art exhibition of the print works of our participants, an original musical full-scale theatrical production, which was an adaptation of the *Wizard of Oz*, and an educational research component involving school children's viewing the play and engaging in an interaction with the actors and a measurement of their attitude change after seeing people with disabilities perform in such a positive capacity. Our mission at the *Centre* is to provide exposure for university students to our client population as part of a mutual integrated learning experience, benefiting both.

Closing the Gap: Computer Technology in Special Education and Rehabilitation
http://www.closingthegap.com/index.html

Budd and Dolores Hagen, the founders of *Closing The Gap*, would like to welcome you to this Web Site. It is through their personal experiences raising a deaf child that *Closing The Gap* was created in 1983. Since that time Budd and Dolores have enjoyed sharing their experiences and insights with parents and professionals around the world. Computers are tools that can provide solutions to many problems facing people with disabilities today. *Closing The Gap, Inc.* is an organization that focuses on computer technology for people with special needs through its bi-monthly newspaper, annual international conference and extensive web site. The extensive, searchable Resource Directory is a guide to the selection of over 2000 of the latest computer related products for children and adults with special needs.

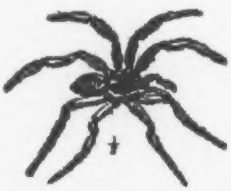
Developmental Disabilities Research WebRing
http://www.matheny.org/institute/webring/index.htm

The Matheny Institute for Research in Developmental Disabilities is currently forming the Developmental Disabilities Research WebRing, a circular thread of links among the websites of researchers in the field of developmental disabilities. This WebRing is intended as a resource for disabilities researchers; therapists, educators, healthcare professionals, and others who work with persons who have developmental disabilities; and individuals who have developmental disabilities and their families who often have little opportunity to learn about the "behind the scenes" role played by researchers.

Developmental
Disabilities
Research WebRing

Gentle Teaching International
http://www.gentleteaching.com/

This web page is designed as a resource to all who wish to learn about and practice Gentle Teaching under the leadership and mentoring of John McGee Ph.D. and the world wide community of Gentle Teachers. Gentle Teaching is a non violent approach for helping people with special needs and sometimes challenging behaviours that focusses on four primary goals of care-giving: (1) teaching the person to feel safe with us, (2) teaching the person to feel engaged with us, (3) teaching the person to feel unconditionally loved by us, and (4) teaching the person to feel loving towards us. Gentle Teaching is a strategy based on a Psychology of Interdependence that sees all change as being mutual and bringing about a feeling of companionship and community – symbols of justice and non-violence.



Hattie B. Munroe Barkley Memorial Augmentative and Alternative Communication Centers
http://aac.unl.edu/csl/literacy.html

Literacy information found on this site includes: (1) "Reference" lists about assistive software, literacy needs of students and teaching approaches and strategies for literacy development; (2) "Hardware and Software" provides brief summaries of assistive software and hardware tools; (3) "Literacy Links" takes you to other literacy resources across the age span; (4) assessment tools and resources are accessed by clicking the "Assessment" button; (5) included is literacy "Intervention" tools and resources; (6) read literacy software "Tutorials" and check outs; (7) "Frequently Asked Questions" are complied for review; (8) the "Presentation Handouts" button offers a wide range of literacy topics; and (9) for a list of literacy software "Vendors", click on the vendor links.

SERI - Special Education Resources on the Internet
http://www.hood.edu/seri/serihome.html

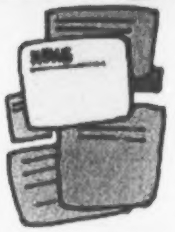
Special Education Resources on the Internet (SERI) is a collection of Internet accessible information resources of interest to those involved in the fields related to Special Education. This collection exists in order to make on-line Special Education resources more easily and readily available in one location. This site will continually modify, update, and add additional informative links.

SNE - Special Needs Education Project
http://www.hood.edu/seri/serihome.html

The Special Needs Education (SNE) project is an Internet service providing resources for parents, teachers, schools, and other professionals, individuals, groups, and organizations involved in the education of students with special needs. The Special Needs Education project operates under the auspices of SchoolNet, a cooperative initiative of Canada's provincial, territorial, and federal governments in consultation with educators, universities, colleges and industry.

8.6 News Groups

NEWS GROUPS



Here are some internet news groups where you can discuss issues related to literacy and people with intellectual / developmental disabilities:

- alt.education.disabled
- alt.education.home-school.disabilities
- alt.support autism
- alt.support.dev-delays
- alt.support.learning-difficulties
- bit.listserv.autism
- bit.listServ.down-syn
- k12.ed.special
- misc.handicap

8.7 Software

SOFTWARE

AutoSkill Reading Program
AutoSkill International Inc.
85 Albert Street (Suite 1000), Ottawa, ON K1P 6A4
(613) 235-6740 / (613) 235-2818 (Fax)
www.autoskill.com/index2.html

AutoSkill is a program that is designed to help people learn how to improve their reading abilities. The program offers a battery of tests to determine reading level. There are five different categories that the student can be tested under. Once tested, the student proceeds to training. This is similar to the testing, but the computer will keep track of the student's progress as he or she moves through the training. The software moves the student ahead or retains them at the current training level, depending on the student's progress. The concept of the program is based on the automaticity theory of speed and accuracy of response. The AutoSkill Reading Program has been successfully used by the Walkerton & District Literacy Council in a program of basic education / literacy appropriate for developmentally challenged adults.

💾 **IntelliTalk II**
IntelliTools, Inc.
1720 Corporate Circle, Petaluma, CA 94954, USA
1-800-353-1107 / (707) 773-2001 (Fax)
info@intellitools.com
http://www.intellitools.com

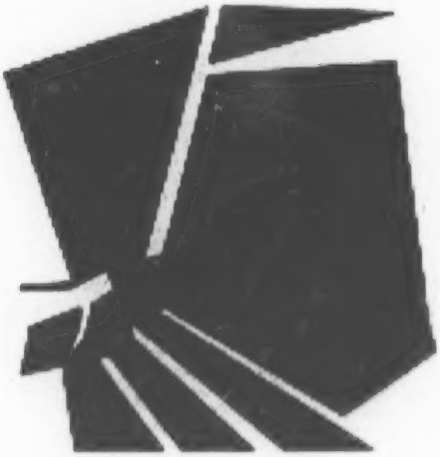
This revolutionary word processor from IntelliTools combines speech, graphics, and text in exciting new ways. Reading and writing can present formidable challenges – especially for student with disabilities. IntelliTalk II is designed to help students meet challenges and experience success by giving every student the support he/she needs. IntelliTalk II comes with pre-designed activities, writing templates, toolbars, and hundreds of picture items for you to use in your activities. We've provided a comprehensive Teacher's Guide with lesson plans adapted for different age groups. There are also step-by-step tutorials to introduce you to the program's features and show you how to use them to adapt your own curriculum. IntelliTalk II offers an array of features that make it easy to develop meaningful activities: speech options and auditory spell check reinforce letter and word recognition; auditory spell check lets students hear misspelled words and listen to alternative choices; on-screen palettes provide useful picture and text prompts that can be inserted into documents; expandable item library makes it easy for students to incorporate meaningful graphics into their document; customizable toolbars help students navigate through their document; locked text allows students to use teacher-made worksheets that can't be edited or erased.; built-in scanning and automatic overlay generation provide IntelliKeys and switch access; student portfolios make saving and monitoring students' work easy.

Picture It
Slater Software, Inc.
351 Badger Lane, Guffey, CO 80820, USA
(719) 479-2255/ (719) 479-2254 (Fax)
info@slatersoftware.com
http://www.slatersoftware.com

Primarily designed as a teacher-tool, *Picture It* pairs pictures and text to help individuals with special needs understand concepts, increase language skills, and develop reading skills. The computer automatically finds the pictures that match the words you have typed. It is very quick, easy to use, flexible and versatile. Parents and service providers can make documents for students in any curricular area or for any activity. Its flexibility and versatility allows you to write stories, recipes, letters and notes, and make worksheets, communication boards, labels, behaviour plans and more. The pictures help students gain literacy skills and increase receptive and expressive vocabularies. Any curriculum can be adapted using Picture It, because materials can be presented at a level which the individual reader can understand. Includes over 1850 pictures in both black & white and color versions. Add even more ...clip art, photos, your special ones. These materials have been used successfully by individuals who have a wide range of needs, including moderate to severe cognitive delays, speech/language disorders, hearing impairments, learning disabilities, visual disabilities, fragile X, TBI, severe speech and physical impairments, autism, and English as a second language.

Picture This
Silver Lining Multimedia, Inc.
P.O. Box 2201, Poughkeepsi, NY 12601. USA
(845) 462-8714 / (845) 463-0437 (Fax)
info@silverliningmm.com
http://www.silverliningmm.com/products.htm

This easy-to-use CD includes 2400 high-resolution photos that can be used to create flashcards, lotto boards, activity picture schedules, and communication boards. It's also an excellent way to teach matching skills, reading skills, and receptive or expressive vocabulary. With a click of the mouse, labels can be added or deleted and pictures can be printed out individually or in arrays. Colourful, high quality photographs cover a broad range of categories: actions, animals, bathroom, bedroom, body, buildings, clothing, colors, electronics, emotions, food, furniture, holidays, household, kitchen, line art, music, nature, opposites, people, places, prepositions, room, sequences, shapes, sports, tools, toys, travel, and vehicles. The flash cards are great for picture schedules, communication boards, and for teaching matching skills, reading skills and receptive and expressive vocabulary.



8.8 Publishers

Here is a list of some publishers of educational and other materials. Some of these materials can successfully be used by adult learners with intellectual / developmental disabilities. Most publishers will send out free catalogues of their products, upon request.

PUBLISHERS

Curriculum Associates, Inc.
153 Rangeway Road / P.O. Box2001
North Billerica, MA 01862-0901, USA
www.curriculumassociates.com
cainfo@curriculumassociates.com
Toll Free Order: 1-800-225-0248
Fax: 1-800-366-1158

"The teachers who publish."

Diverse City Press, Inc.
PO Box 738
Magog, PQ J1X 5C6
callawaydcp@hotmail.com
http://www.diverse-city.com
Order: (819) 868 3600
Fax: (819) 868 3600

Diverse City Press Inc. produces and distributes inspiring and informational books, audio CD's and video tapes, dealing with persons with developmental disabilities, and a range of social issues.

Inclusion Press International
24 Thome Crescent
Toronto, ON M6H 2S5
inclusionpress@inclusion.com
http://www.inclusion.com/
Order: (416) 658-5363
Fax: (416) 658-5067

"Inclusion Press is a small independent press striving to produce readable, accessible, user-friendly books and resources about full inclusion in school, work, and community."

James Stanfield Co., Inc.
P.O. Box 41058
Santa Barbara, CA 93140, USA
maindesk@stanfield.com
http://www.stanfield.com
Toll Free Order: 1-800-421-6534
Fax: (805) 897-1187

"Specialists in Special Education and School-to-Life Transition."

J. Weston Walch, Publisher
321 Valley Street, P.O. Box 658
Portland, ME 04104-0658, USA
http://www.walch.com
customer_service@mail.walch.com
Toll Free Order: (800) 341-6094
International Order: (207) 772-2846
Fax: (207) 772-3105

"Supplementary materials to reinforce your curriculum."

Laureate Learning Systems, Inc.
110 East Spring Street
Winooski, VT 05404-1898, USA
http://www.llsys.com/
customer-service@laureatelearning.com
Toll Free Order: (800) 562-6801
Fax: (802) 655-4757

"Special Needs Software."

New Readers Press
P.O. Box 35888
Syracuse, NY 13235-5888, USA
nrp@laubach.org
http://www.newreaderspress.org
Toll Free Order: 1-800-448-8878
Fax: (315) 422-5561

"Where successful learning becomes a reality."

Order Information:
Laubach Literacy of Canada
70 Crown Street, Suite 225
Saint John, NB E2L 2X6
laubach@nbnet.nb.ca
www.laubach.org
Order: (506) 634-1980
Fax: (506) 634-0944

"Teaching the world to read."

Paul H. Brookes Publishing Co.
P.O. Box 10624
Baltimore, MD 21285-0624, USA
http://www.brookespublishing.com
custserv@brookespublishing.com

"Resources on child development, education, and disabilities."

Order Information:
Irwin Publishing
325 Humber College Boulevard
Toronto, ON M9W 7C3
irwin@irwin-pub.com
http://www.irwin-pub.com
Toll Free Order: 1-800-263-7824
Fax: (416) 798-1384

"A wholly owned Canadian Educational Publishing house, Irwin covers all markets from primary to post secondary."

PCI Educational Publishing
12029 Warfield / P.O. Box 34270
San Antonio, TX 78265-4270, USA
http://www.pcicatalog.com
Toll Free Order: 1-800-594-4263
Fax: 1-888-259-8284

"One bright idea after another."

Phoenix Learning Resources
2349 Chaffee Drive
St. Louis, MO 63146, USA
Toll Free Order: 1-800-221-1274
Fax: (314) 569-2834

"The skills company"

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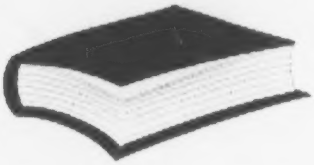
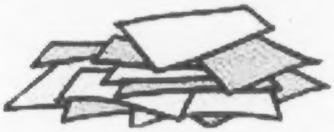


8.9 Other

OTHER



Narkaling Reading Kits
Narkaling Inc.
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Midland (Perth) Western Australia 6936
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narkalin@iinet.net.au
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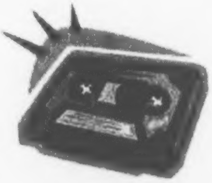
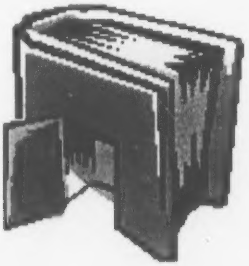
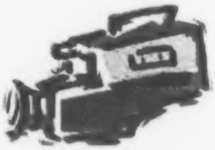
Narkaling produces award winning high quality audio cassette book kits with slow speed narration for adults and children who are developing English language and literacy skills. We have around 300 titles available. Narkaling kits differ from the usual audio book because: a copy of the printed book always accompanies the audio tapes and nine slow narration speeds allow people the time to follow the print. A Narkaling Reading Kit consists of a print copy of the book, a sturdy folder with a colour cover of the title, various cassettes (from 1 to 14 depending on the title) narrated at a slow speed. Each book is narrated at one particular slow speed unless otherwise specified. Narkaling Reading Kits are used by people with intellectual disability; English as a new language; and acquired brain dysfunction; amongst others. Please note that Australian English is more comparable to British English than to North American English, even though Australian English has its own idiosyncrasies.



Books Beyond Words Series
Royal College of Psychiatrists & St George's Hospital Medical School
Book Sales – Royal College of Psychiatrists
17 Belgrave Square, London SW1X 8PG, UK
(+44) (0)20 7235 2351 / (+44) (0)20 7245 (Fax)
http://www.rcpsych.ac.uk/publications/bbw/index.htm

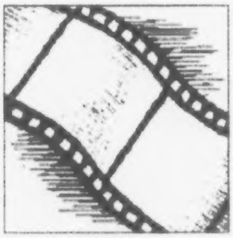
Few picture books are available for adults and adolescents who cannot read or who have difficulty reading. Fewer still provide information and address the emotional aspects of difficult events like the *Books Beyond Words* series. Each specially commissioned book actively addresses the problems of understanding that people with learning and communication difficulties experience. The stories are told through colour pictures, helping readers to cope with events such as going to the doctor, bereavement, sexual abuse and depression. The stylised drawings include mime and body language to communicate simple, explicit messages to the reader. People with learning difficulties trial the pictures before publication to ensure that they can be readily understood. Each title in this award-winning series can be used as a counselling or educational resource. Titles include: A New Home in the Community; Bob Tells All; Falling in Love; Feeling Blue; George Gets Smart; Getting on with Epilepsy; Going into Hospital; Going to Out-Patients; Going to Court; Going to the Doctor; Hug Me Touch Me; I Can Get Through It; Jenny Speaks Out; Keeping Healthy Down Below; Looking After My Breasts; Making Friends; Michelle Finds a Voice; Peter's New Home; Susan's Growing Up; When Dad Died; When Mum Died; You're on Trial; You're under Arrest. New titles are being added regularly. This series is published jointly by the Royal College of Psychiatrists and St. George's Hospital Medical School. Illustrations are by Beth Webb. Although the "stories" are told in pictures without any words, there is a text at the back of the book, which may be useful, too.





Williams, Bob, ***Increasing Literacy: The Greatest Crippler of People with Developmental Disabilities.*** 5th Symposium on Literacy and Developmental Disabilities, sponsored by the The Center for Literacy and Disability Studies, Durham, NC, (January 1996).

This is the video of the keynote lecture delivered at the 5th Symposium on Literacy and Developmental Disabilities by Bob Williams, Commissioner of the Administration on Developmental Disabilities. He speaks from the dual perspective of policymaker and individual with severe speech and physical impairments about the power of literacy to convince others of the individual's capabilities as well as to demonstrate for the individual the power s/he has with literacy. The Symposium on Literacy and Disabilities is held each January in Research Triangle Park, North Carolina. This two-day interdisciplinary meeting brings together families, educators, health care professionals, researchers, and manufacturers for presentations and discussions of literacy learning and instruction for children and adults with a wide array of disabilities.



Section 9
Readings By And For Learners

9.1 Introduction

One difficulty in tutoring learners with intellectual / developmental disabilities is finding reading materials which are geared to lower level readers and which are relevant to their life experiences. Writings by other learners can fill this need.

Several learner writings follow. Twenty-six different adult literacy learners from British Columbia, Saskatchewan, Manitoba, and Nova Scotia created the 35 readings.

Learners and tutors can use them for reading and for reading-related literacy activities. Pictures are included to boost the readers' comprehension.

A few writing samples are also included in this Section.

Reading I

9.2 Floor Hockey

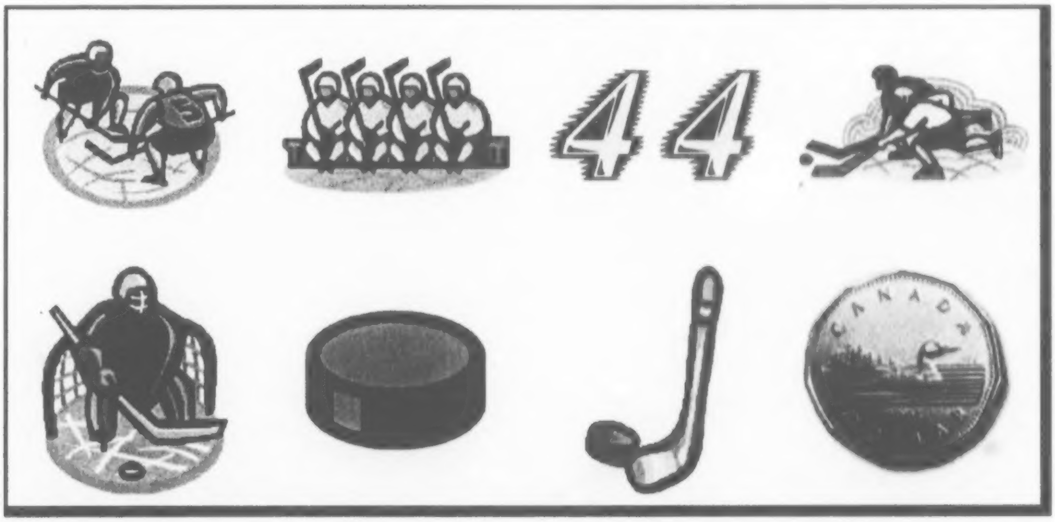
I scored a goal. The final score was 5 to 10. We played Vancouver. We won.

I play for the Surrey Special Olympics. My jersey number is 44.

For every goal I score, I get a dollar.

We play Langley next.

Robert Almas
Invergarry Learning Centre (Surrey, BC)



Reading 2

9.3 Workshop

I worked all day at Fraser Valley Workshop. I go to work from 8:30 to 3:00 in the afternoon. After work I go home and then I go out.

Robert Almas
Invergarry Learning Centre (Surrey, BC)

Reading 3

9.4 The House is Fixed

The builders fixed up the basement and then they fixed up the bedrooms. The builders are painting the walls and putting down the smooth edge. When the walls dry, they will lay the carpet underlay. Soon we will clean out the garage and put the vans in it.

Robert Almas
Invergarry Learning Centre (Surrey, BC)

Quoted from:

Robert Almas, *The House is Fixed and Other Stories.* Surrey, BC: In-House Publishers. The Literacy Program. Invergarry Learning Centre, January 1995, pp. 5, 12, 6.

Reading 4

9.5 My Name is...

My name is Joleen Daku. I was born on November 28th 1977 in Kipling. I am 22 now. I will be 23. I live with my Mom and Dad on the farm. I have a big family: Mervin, Greg, Janice, Barb, Murray, Kevin, and Joleen. I work at Kipling Industries and I also work at the care home and school library. At Kipling Industries, I sort paper and meet new friends like my special, best friend, whose name is Wanda, my pal. I also cleaned up for the open house on May 9th. At the care home I fold laundry. At the school I collect cans and juice boxes and pop bottles and collect paper too. I like to watch TV and do my crafts and I like to ride my bike. Some day I'd like to live on my own.

In the literacy program are Wanda and Joleen. We made posters and learned about your body. We play a game called Spelling Words. We draw pictures. I like the literacy program. I hope we will do it again next time.

Joleen Daku
Kipling Industries (Kipling, SK)

Reading 5

9.6 The Package Mill

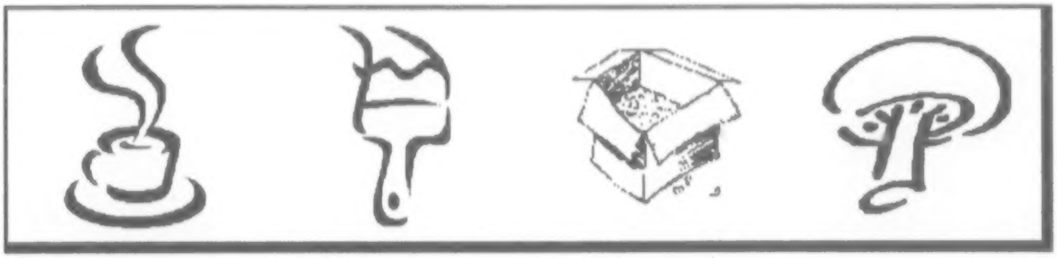
I go to the Package Mill two or three days a week. There are about 12 clients and three staff people at the work site.

Some of the clients do chores at the work site so they can earn money there. We go to the work site and do staining, painting, and sanding.

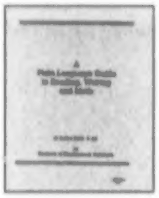
At the Package Mill we have three coffee breaks but one of the breaks is a lunch break. We sit around and talk.

On Thursday I go to the Mushroom Plant where they grow mushrooms. I go to the Mushroom Plant to make the boxes.

Susan Weaver
Partners in Employment Outreach
Adult Literacy Program (Kentville, NS)



Reading 6



9.7 Mervin's Journal

I am learning how to read. I am in the Literacy Program. I am doing very well in this program. I hope to learn more before this program is over.

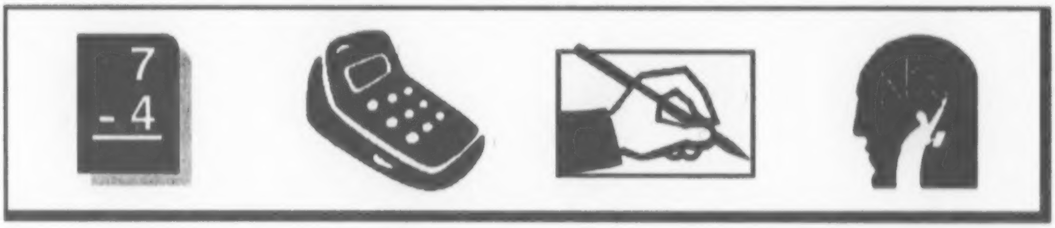
I have learned math such as adding, subtraction, multiplying, and dividing. I have learned how to use a calculator. I learn a lot when I use the calculator. It helps me with my numbers. I learn a lot in math.

I concentrate when I am doing my math. I try to block out others when they are talking out loud.

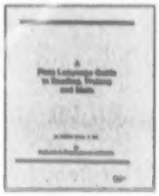
I find writing my name hard, but I take my time in doing it. I like working in my journal because it gives me something to do when I am not doing anything else. I like writing letters of the alphabet. I like writing a story in my journal.

I like sounding out words. Words that the teacher shows us like *poison*, *push*, *please*, *Ed*, *apple*, *up*, *down*, *caution*, and *closed*.

Mervin Lyons
Partners in Employment Outreach
Adult Literacy Program (Kentville, NS)



Reading 7



9.8 Volunteering

You go to the Outreach Office. They will get you a paying job or a volunteer job. I like volunteer jobs the best. I learn faster and I find out if my boss is satisfied with my work. If I have to pick up speed, they will tell me and show me what they mean. Then I do it by myself and in no time pick up speed. Also, they will show me the way they want it done.

Helen Cronin
Partners in Employment Outreach
Adult Literacy Program (Kentville, NS)

Quoted from:

Debbie Baker. *A Plain Language Guide in Reading, Writing and Math*. Kentville, NS: Partners in Employment Outreach (Spring 1998), pp. 2.39, 2.25, 2.44

Reading 8

School Stories

9.9 Tony's Story

When I was six I went to school. We went out. We had fun but we did not read or write.

When I was seven I went to a new school. We did read and write. It was hard. I was slow but I liked it.

When I was twelve I went back to my old school. I did not like it. We did not read and write.

Now I go to school. I can read and write. I work hard. I feel good at this school.

Tony Loureiro
Invergarry Learning Centre (Surrey, BC)

* * *

Tony Loureiro is a storyteller featured in the book:

Jean Bennet, Richard Jaccoma & Lee Weinstein (eds.) *SO FAR: Words from Learners*. Photographs by Ann E. Yowl. Markham, ON: Fitzhenry & Whiteside, 1997.

Each of the eight storytellers showcased has overcome profound physical and mental obstacles to enjoy a productive and independent life. The themes in this book are universal: the struggle to overcome a lifetime of negative labelling and find meaning in one's existence.

Reading 9

9.10 I Rescue Animals

I help at the SPCA.
I like different animals in the shelter.
I wish I could take them home.
I also learn from the animals.
We learn from each other.
I wish I could find homes for them.

Tony Loureiro
Invergarry Learning Centre (Surrey, BC)

Quoted from:

Our School Stories. Surrey, BC: In-House Publishers. The Literacy Program. Invergarry Learning Centre, June 1994, p. 5-6.

What Do We Like? Stories by New Learners. Surrey, BC: In-House Publishers. The Literacy Program. Invergarry Learning Centre, May 1998, p. 12.

Reading 10

9.11 Christmas Holidays

I went home for Christmas. We had company. We had my Grandma, Aunty Joanne and Uncle Bobby.

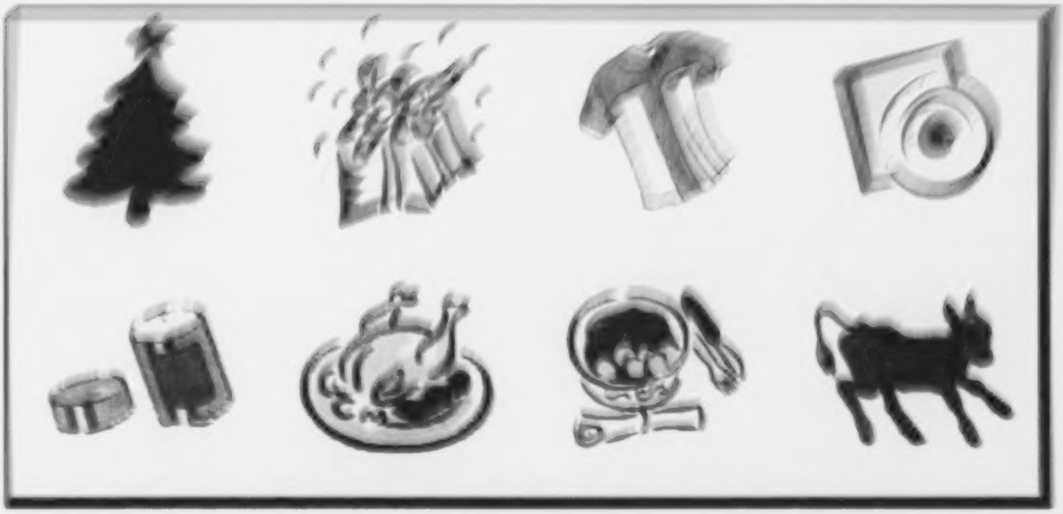
I got a new T-shirt, pants, CD's, aftershave, deodorant, night tables and a picture.

We had supper at my Grandma's. We had turkey, potatoes, salad, dip and candies.

We have six new calves. There are more coming.

I had fun on my holidays.

Allen Gilbertson
Futuristic Industries (Humboldt, SK)



reading 11

9.12 A Special Birthday Party

Mom and Donald had birthdays on the same day. We celebrated their birthdays on March 18, 1995. There were 129 people at their party. My Mom celebrated her 80th birthday. Donald celebrated his 46th birthday. I was sitting at the table with the guest book.

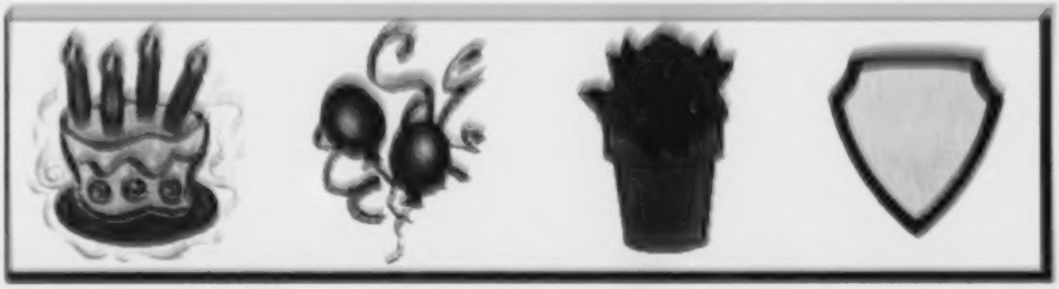
I bought pansies, a plaque and an ice cream birthday cake for Mom. Marilyn bought a candle for Mom. Mom got 86 birthday cards.

Mom and Donald passed away.

Happy 80th birthday Mom!

Happy 46th birthday Donald!

Adaline Menz
Futuristic Industries (Humboldt, SK)



Reading 12

9.13 Donnie

Donnie was a sweet baby. He had brown eyes. Donnie saved Clarence's life 2 times. Once it was on a stone boat and then again when we were hauling water on a cart.

On the farm he picked stones, carried drinking water for the house and he liked to feed the pigs slop.

Donnie was at the shop in Humboldt for awhile. He really likes Mary Ann Pelly.

Donnie was in Elwood Lodge for 21 years. He liked the staff there. Marie always wheeled Donnie outside in his wheelchair in the summer. He had lots of friends there, too.

Donnie always came home for two weeks. He had 2 girlfriends.

Donnie is my brother. I love him. He passed away December 13.

Martha Menz
Futuristic Industries (Humboldt, SK)

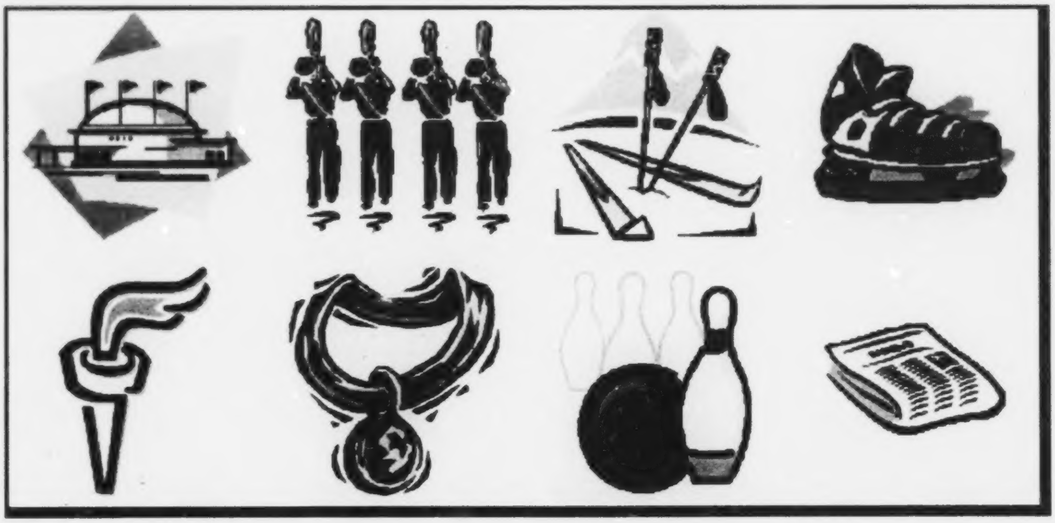
Reading 13

9.14 A Special Parade

Friday I went to the Uniplex. I was in a parade. It was opening ceremonies for the Quill Plains Winter Games. Everyone who got a medal got to go in the parade.

I got a gold medal in bowling. I am proud of my medal. We got our pictures taken for the paper.

Elaine Gabriel
Futuristic Industries (Humboldt, SK)



Reading 14

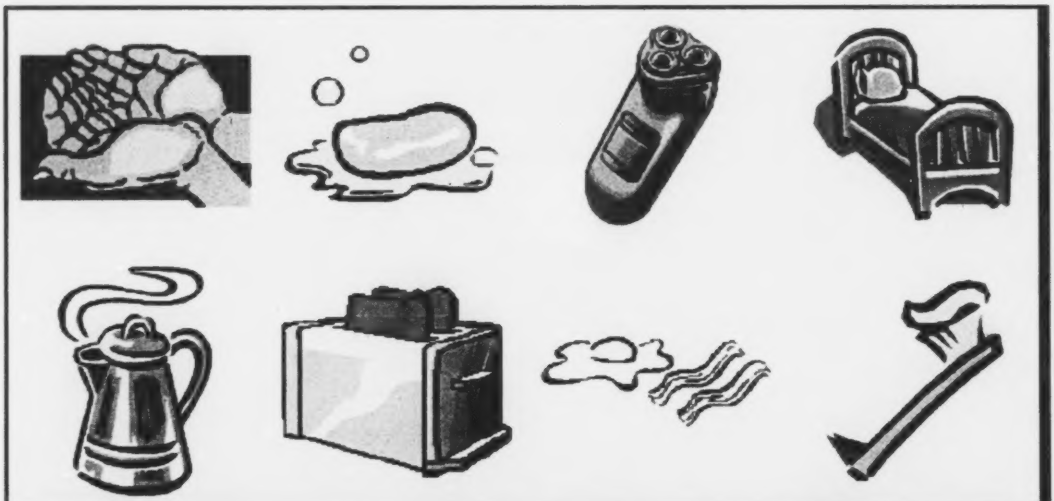
9.15 Donald's Morning

Donald gets up at 7:00. He washes his hands and his face. He shaves with his razor.

Then Donald makes his bed. Donald makes coffee and lets his cat Tiger out. Donald makes toast. On Sunday Donald makes bacon.

Donald brushes his hair and his teeth.

Donald Briggs
Cypress Hills Ability Centre (Shaunavon, SK)



Reading 15

9.16 Donald...

Donald Briggs lives in Shaunavon. Donald lives in a house.

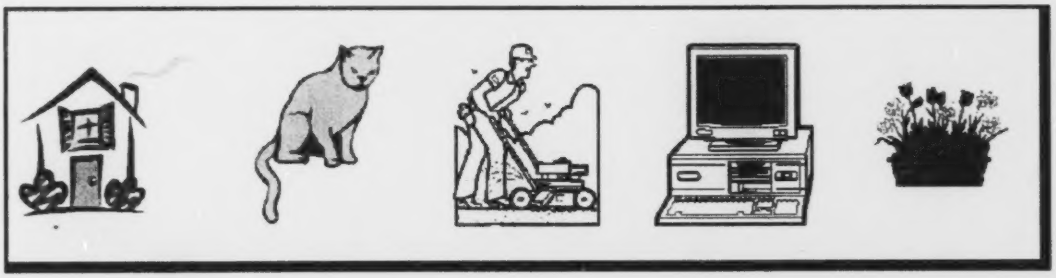
Donald has a cat. Donald's cat is named Tiger. Donald likes his cat.

Donald works at the Ability Centre. Donald works in the workshop. Donald cuts grass and blows snow. Donald is a hard worker.

Donald uses the computer. Donald uses it on Mondays.

Donald likes to work in his yard. Donald planted two spruce trees. Donald made a flowerbed. Donald likes flowers.

Donald Briggs
Cypress Hills Ability Centre (Shaunavon, SK)



Reading 16

9.17 My Cat Tiger

Tiger is a female cat. She lives with me (Donald). Tiger is brown with long hair.

Every year Tiger gets big fur balls. She has a winter coat that gets knots in them. She doesn't like to get the knots out. She fights with me when I try to pull those knots off. I have to put gloves on so she doesn't scratch me. Someday soon I will have to take her to the vets to get her claws trimmed and get the sharpness off.

I like Tiger but miss my other cat Mitten. He was white and got run over. The big oil trucks parked by my house and one of them ran over him. I had Mitten when he was a tiny kitten.

Someday I will have to get a collar for Tiger so I can put the tags on her.

Tiger is my friend and I would miss her if she was gone.

Donald Briggs
Cypress Hills Ability Centre (Shaunavon, SK)

Reading 17

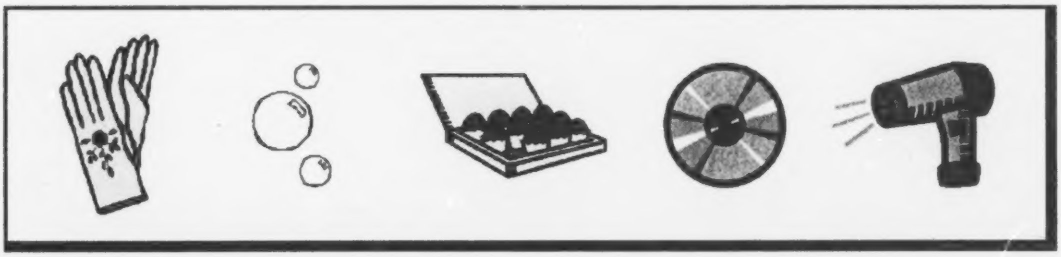
9.18 Donna's Christmas 2000

I went home for Christmas to Maple Creek. Most of my family was there. Gail, Dave and the kids were there. They had Christmas supper. Dave's Mom and Dad had Christmas Eve.

Santa brought the presents. I got gloves and I got stuff from my Auntie Peggie (stuff for the bathtub - it smells like coconut) and a box of chocolates from Dave's Mom and Dad. I think you call them Turtles. For my disc player from Mom and Dad I got some discs. And that's about all that I can remember.

Oh! I got a blower for my hair. I needed a blower but left the curler part at home. And that's about all I can remember.

Donna
Cypress Hills Ability Centre (Shaunavon, SK)



Reading 18

9.19 Mothers

I have a Mom. Her name is Brenda. She is a really nice lady. She is there when I'm down and she is there when I have problems, too. I've been taught by her for 12 years now. And she is a cool teacher. She has short, brown hair and green eyes. We go to church on Sundays together. She is very confident. Sometimes she is worried about me, too. My Mom taught me a lot of things. I love my Mom a lot.

Katy Thaxter
Cypress Hills Ability Centre (Shaunavon, SK)

Reading 19

9.20 Justin

I have a boy named Justin. He is four years old. He has short, straight blondish hair and blue eyes. He has no glasses. He is always a happy little boy.

He is my little helper. He helps me with putting clothes away and he helps me put dirty dishes in the sink and put his Pull-Up in the garbage can.

Tracy
Cypress Hills Ability Centre (Shaunavon, SK)

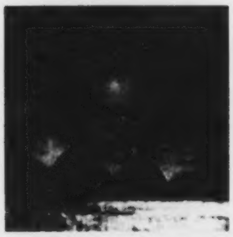
Reading 20

9.21 About Me

My name is John McCaw. I was born on April 26, 1968 in the town of Wolseley. I have 4 sisters and 1 brother. We moved to Moosomin from Wolseley. I like going to the farm and helping my brother because I like the outdoors. I work at SARCAN where I count containers and run the till. Some of my hobbies are drawing and working on small motors.

John McCaw
Pipestone Kin-Ability Centre (Moosomin, SK)

Reading 21



9.22 Open Doors

Reading has changed my life.

It's like a key to open a mind to new ideas and new adventures.

Books have opened up so many doors for me.

They're amazing!

There are so many different kinds to read.

When I open a book, I start to dream about adventures and of love stories and far-away places.

Reading also helps me keep in touch by e-mailing friends who have moved far away.

When I read my journal and have e-messages, I keep special memories alive.

Reading is a special gift.

I am so grateful that I can read.

Lisa Mitchell
Manitoba Learner

Reading 22

9.23 In John's Own Words...

I want to learn to read so I can learn about my country, the weather and Winnipeg. I like going to the library to meet other people and not be shy. I would like to work in the Co-op store again now that I can read better. Stocking shelves would be easier. I like math. I learn a lot – reading, writing, and typing on the computer. I really like using the computer.

John
Manitoba Learner

Quoted from:

A New Understanding of Literacy. INSIGHT. Winnipeg, MB: Videon Cable 11, May 3, 1998 (Air date).

Multiworks Corporation is located in Meadow Lake, Saskatchewan and provides support to individuals who are cognitively and physically delayed.

Debbie has been a Program Participant at Multiworks since 1995 and attends a Day Program including literacy, mathematics, and life skills daily. Debbie is a 27 year old woman who expresses her feelings through written form.

Recently, Debbie has displayed talent in writing poetry and, with the encouragement of Staff, Debbie has written several poems that portray important aspects of her life.

Reading 23

9.24 I Love Myself

I love myself.
That's okay.
That IS okay.
That IS good.
Never stop!

Debbie
Multiworks Corporation (Meadow Lake, SK)

Reading 24

9.25 My Sister Will Sing

My sister will sing
And that's good.
Sometimes is that word
That you have good times, too?

Debbie
Multiworks Corporation (Meadow Lake, SK)

Reading 25

9.26 My God

My God,
Connie, Ben, Gloria, Rodney are gone to Heaven.
Can you have time for everyone in Ourselves?
Look that's good.
Those were good times but never still time.
Some are still understanding me!

Debbie
Multiworks Corporation (Meadow Lake, SK)

Reading 26

9.27 Love Is

I love you
When you love someone
It has to be like parties
Love is the greatest thing
In the world and I
Love you
My greatest Friend
The little kid sitting with me
I love my boss
And Gloria
The greatest girl ever
Love is the most loving word
Maybe marriage is love
But of course
I love God.

Debbie
Multiworks Corporation (Meadow Lake, SK)

Reading 27

9.28 One Day I Went Fishing...

One day I went fishing and caught a tree. My Dad got it out and I didn't go fishing ever again. My brothers went fishing. They did better than me. My Dad did filet the fish for supper. It was good to eat. We love fish. We went to Kenosee Lake to do fishing and camping there.

Brenda Galbraith
Kipling Industries (Kipling, SK)

Reading 28

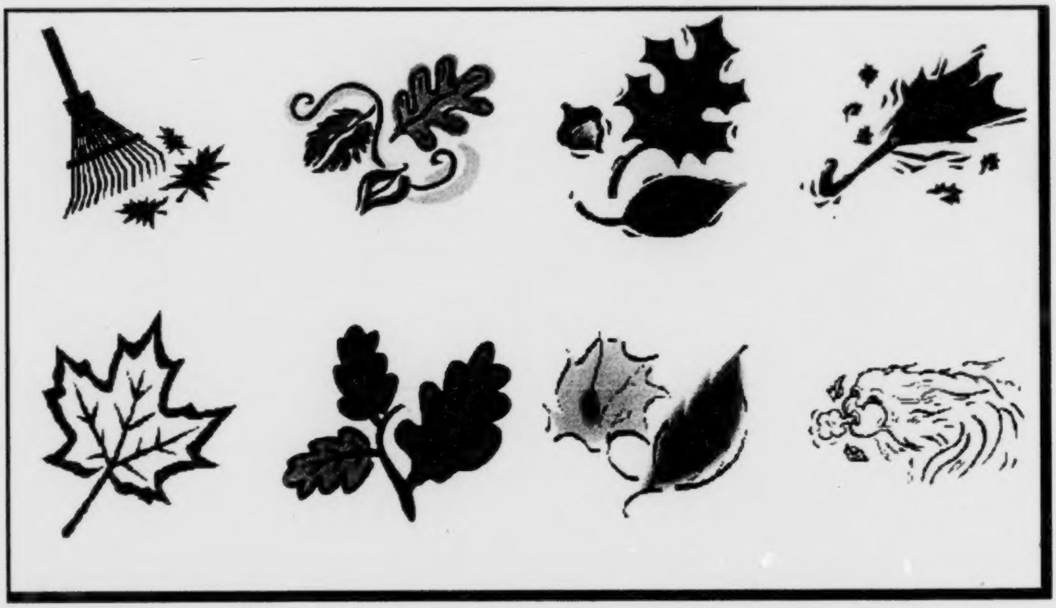
9.29 One Cool Fall Day

I raked a huge pile of leaves.

The wind will blow the leaves.

I will have to rake the leaves again.

Jodi Doka
Kipling Industries (Kipling, SK)



Reading 29

9.30 SARCAN

I love to take my cans and bottles to SARCAN.

I remove tops from the bottles.

I squish my pop cans.

SARCAN is a fun place.

I can work and have spending money.

I enjoy my time at SARCAN.

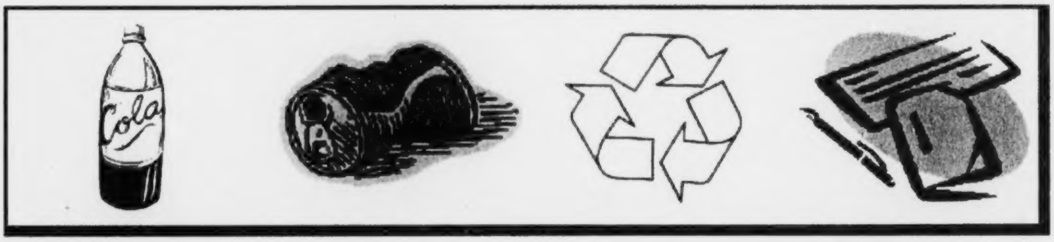
Sometimes my pay is a cheque.

I sign a paper for my money.

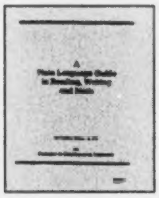
I go to the bank.

I go shopping.

Carmen Campeau
Hudson Bay, SK



Reading 30



9.31 Summer Plans

I have a job coming to me. It's at the Plank 'n Hammer before you get to Berwick. They want me to work with wood. That's what the Plank 'n Hammer is all about. It's about wood. It's like the Flower Cart. It's a work site.

I might be moving to the Kentville Group Home. I'll be glad to move. I'll be learning to cook more, how to keep my room clean, learning how to live alone without parents, and making more friends.

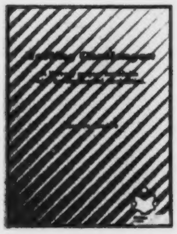
I might also be taking a reading course this Fall in Wolfville. It's going to teach me more reading skills.

Dawn Kerr
Partners in Employment Outreach
Adult Literacy Program (Kentville, NS)

Quoted from:

Debbie Baker. *A Plain Language Guide in Reading, Writing and Math*. Kentville, NS: Partners in Employment Outreach (Spring 1998), pp. 3.29.

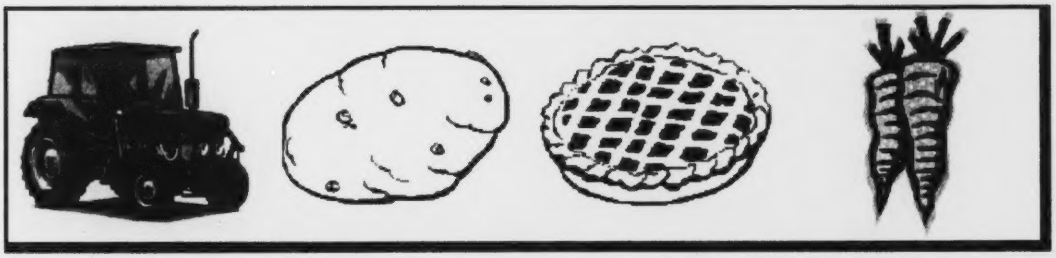
Reading 31



9.32 Our Farm

When I was a kid I drove a little tractor. I was hauling hay for the cow. I planted potatoes, too. You use your own hands to put the potato hole in the soil. We grew cabbage, carrots and round turnips. Sometimes we picked up rhubarb and made rhubarb pie. It was sour, not enough sugar. My dad had diabetes so he couldn't have sugar, but diet sugar was okay. We put our potatoes, turnips and parsnips in the root cellar.

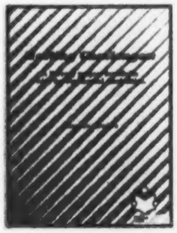
Norman
CHALLENGES Literacy Project
PROSPECTS Literacy Association (Edmonton, AB)



Quoted from:

Maureen Sanders. *Meeting Challenges: A Literacy Project for Adults with Developmental Disabilities*. Edmonton, AB: PROSPECTS Adult Literacy Association, 1991, p. 20.

Reading 32



9.33 Someday

Someday
I'm moving
downtown

Someday
I'm going to be
the best bowling player

Someday
I'm going to go on
a trip

Someday
I'm going to be a
singer and actress

Someday
I'm going to
Hollywood

But right now....
It's coffee time

Louise
CHALLENGES Literacy Project
PROSPECTS Literacy Association (Edmonton, AB)

Quoted from:

Maureen Sanders. *Meeting Challenges: A Literacy Project for Adults with Developmental Disabilities*. Edmonton, AB: PROSPECTS Adult Literacy Association, 1991, p. 25.

Reading 33

9.34 Dreams

I dream of going to Hawaii, of going anywhere.

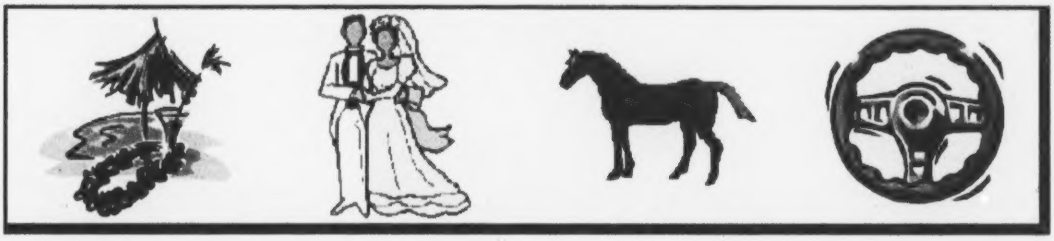
I dream of travelling and getting married.

I dream of riding in Mark's truck, of swimming and going horseback riding.

I dream of running, of driving a car.

These things are funny, scary, happy, and enjoyable.

Leslie Lord
CVI Literacy Project
Clover Valley Industries (Cloverdale, BC)



Quoted from:

Teamwork: A Newsletter By and For CVI Literacy Students, Family, Staff, and Friends. Volume 1, Number 1 (Fall, 1999), p. 3

Reading 34

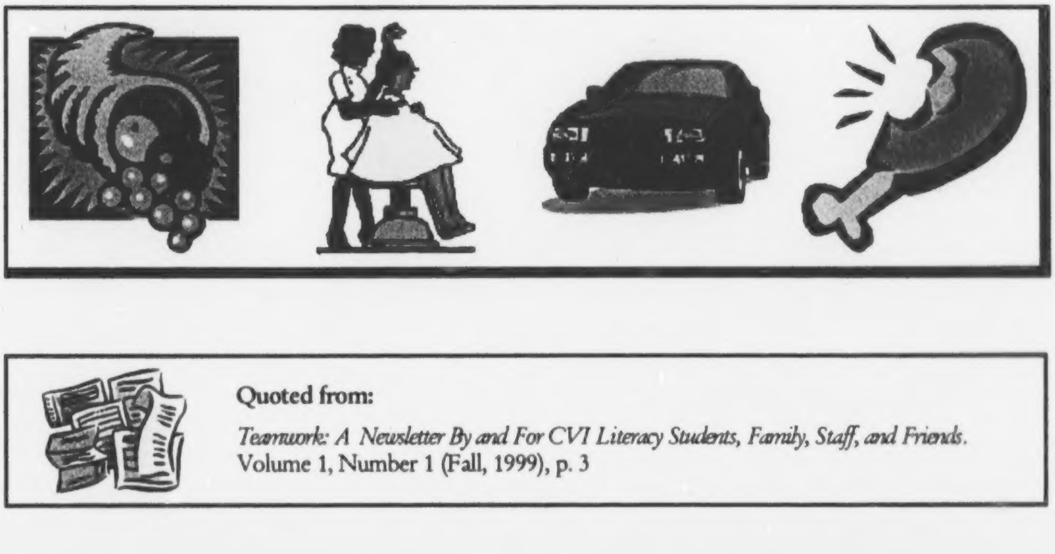
9.35 Lorelei's Thanksgiving

I live with Margaret and Shirley. Margaret and Shirley went home for Thanksgiving. Margaret's mother came to pick her up.

I had a haircut. Stella drove me to the hair salon.

I had chicken and vegetables for dinner, and pumpkin pie for dessert, with my caregiver.

Lorelei Davies
CVI Literacy Project
Clover Valley Industries (Cloverdale, BC)



Quoted from:
Teamwork: A Newsletter By and For CVI Literacy Students, Family, Staff, and Friends. Volume 1, Number 1 (Fall, 1999), p. 3

Reading 35

9.36 My Niece's Wedding

My niece Milda is getting married. I met her future husband. He's a nice guy.

They are getting married in Vancouver in two churches. One is a small church for the ceremony and one is for supper in the big church. We went down with my brother Larry to have a look.

I'm going to wear grey pants and a grey sports jacket and a white shirt and a black tie.

I'm going to take __________.

Doug Mills
CVI Literacy Project
Clover Valley Industries (Cloverdale, BC)

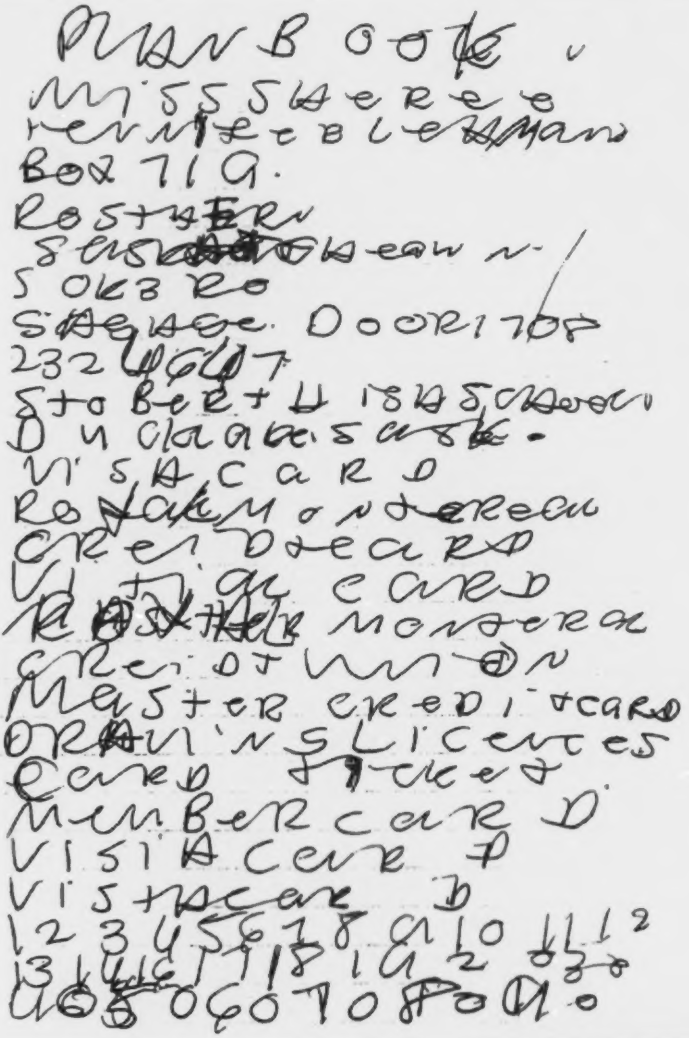
Quoted from:

Teamwork: A Newsletter By and For CVI Literacy Students, Family, Staff, and Friends. Volume 1, Number 1 (Fall, 1999), p. 3

9.37 Writing Samples

Writing Sample 1

Word List

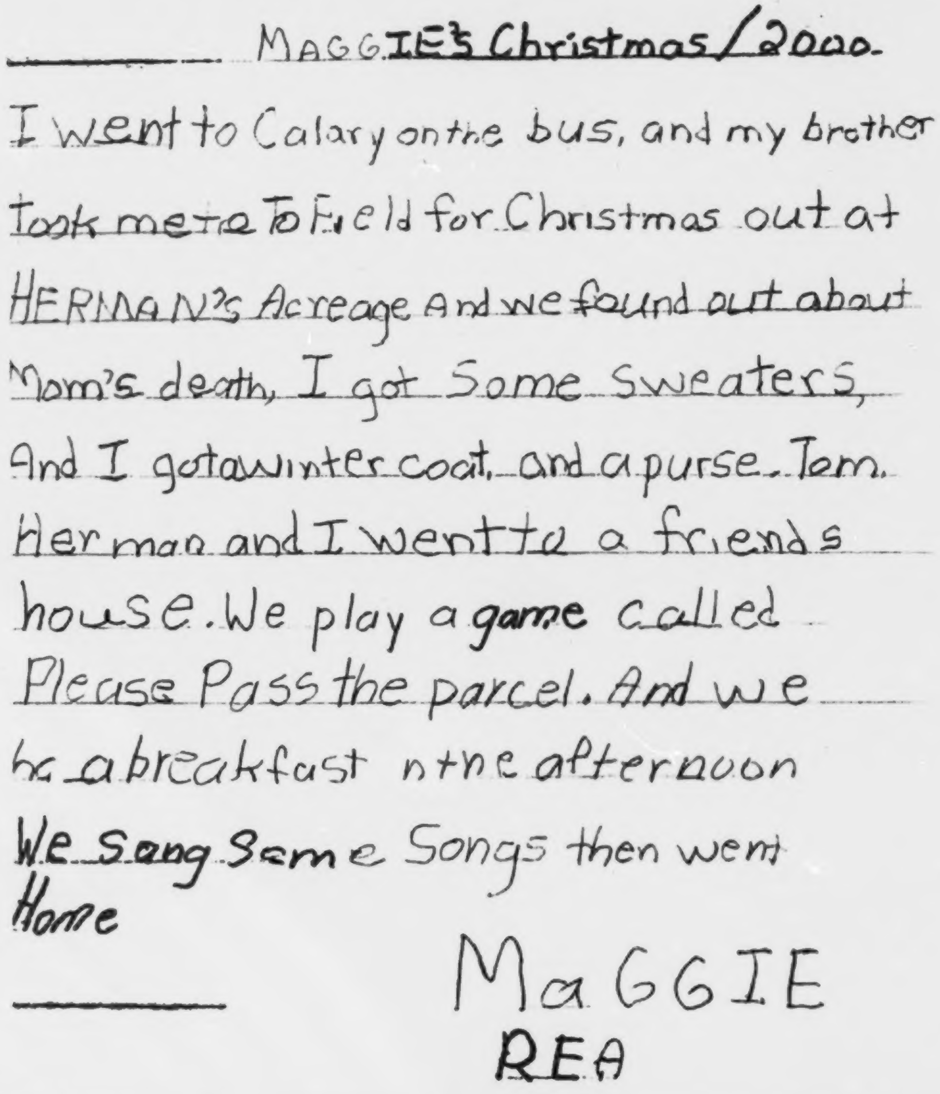


PlaN B OOK
MISS SHeRee
reNNIFeR B LeyMaN
BOX 719.
ROSTHERN
SaSKaTCHewaN
S0K 3R0
SHeHee D00R1708
232 4647
Sto Beet H 1845 ChaBocl
D U Claaaes Sask.
VISA CaRD
Royal MoNTReau
CRei DteCaRD
VISaa CaRD
ROYAL MoNTeRaL
CRei DT UNION
MaSTeR CReDITCaRD
ORAVI'NS LICeNTeS
CaReD TIcKeT
MeMBeR CaRD
VISIA CeRD
VISTa CaRD
1 2 3 4 5 6 7 8 9 10 11 12
13 14 16 17 18 19 20 30
405 060 70 80 90

Jennifer Leymann
Valley Action Industries (Rosthern, SK)

Writing Sample 2

Maggie's Christmas 2000



MAGGIE'S Christmas / 2000.

I went to Calary on the bus, and my brother
Took metre To Field for Christmas out at
HERMAN'S Acreage And we found out about
Mom's death, I got Some Sweaters,
And I got a winter coat, and a purse. Tom.
Herman and I went to a friends
house. We play a game called
Please Pass the parcel. And we
ha a breakfast n the afternoon
We sang Same Songs then went
Home

MaGGIE
REA

Maggie Rea
Cypress Hills Ability Centre (Shaunavon, SK)

Writing Sample 3

Diane's Christmas 2000

/2000

My family Went to Church on
Christmas Eve . . Got
Communion and Wine .
Got new Jacket it is a
root Jacket , a new
Watch and new necklane
Said Diane my Sister
Joanne and Carolyn &
the kid Name is Christy
& Ryan Tler & Joanne
Kid Name is Nolan &
Quinton & Mark are
down for Chrism [illegible]
my brother [illegible]

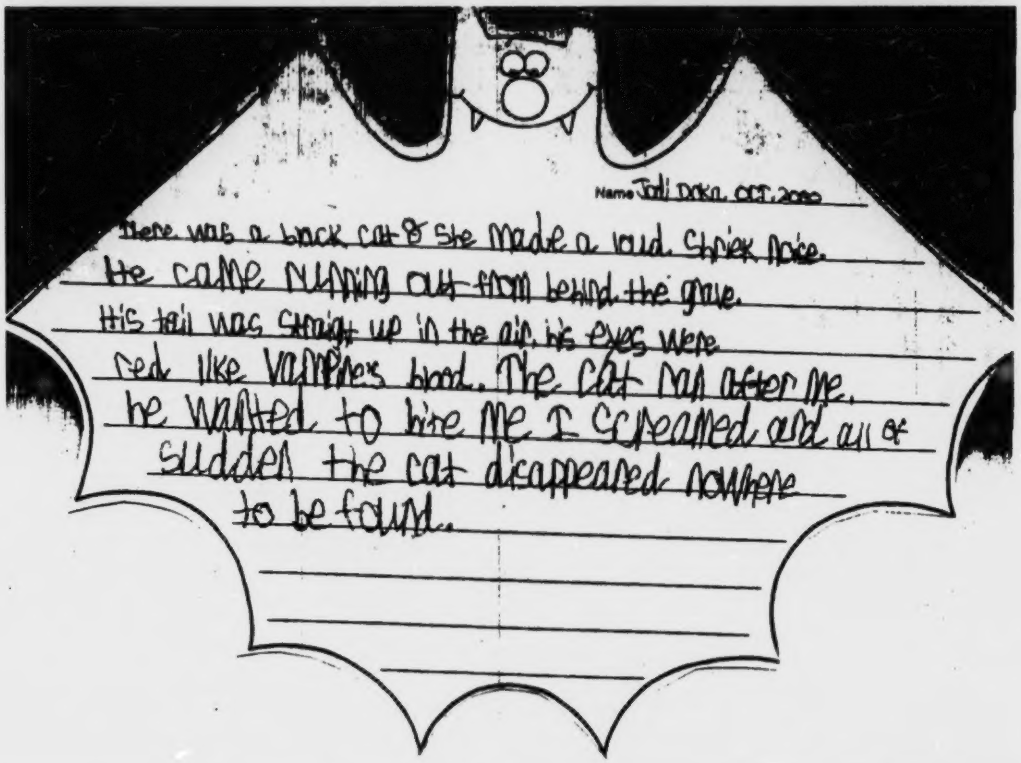
BEST COPY AVAILABLE

Nane Larry & Dean +
Wayne are doun for
Christmas & Larrys kid
are down Dean is down +
On New Year Deane watch
Tith Count down New
year went to bed at 12 o
at night next Moring. we
are having turkey for
Dinner & we ate
opening persents to togiter,

Diane
Cypress Hills Ability Centre (Shaunavon, SK

Writing Sample 4

Black Cat!



Name Jodi Doka OCT. 2000

There was a black cat & she made a loud. Shriek noise.
He came running out from behind the grave.
His tail was straight up in the air. his eyes were
red like vampire's blood. The cat ran after me.
he wanted to bite me I screamed and all of
sudden the cat disappeared nowhere
to be found.

Jodi Doka
Kipling Industries (Kipling, SK)

Section 10
Literacy Activity Master Sheets

10.1 Introduction

The master sheets in this Section are organized according to seven different categories. The sheets are described fully in Section 3 or in Section 4.

Tracing Sheets

- Printing Letters
- Printing Numbers

Flashcard Masters

- Alphabet
- Numeral
- Canadian Coin
- Canadian Paper Money
- Event
- Time Practice
- Before and After
- Ordinal Time
- Flashcard Blanks

Keypads

- Telephone
- Computer Keyboard
- Calculator
- Computer

Charts

- Counting By…
- Written Number
- Addition
- Subtraction
- Multiplication Table
- Alphabet
- Dolch Word
- English Sounds

Puzzles

- SARCAN Scramble
- SARCAN Word Search
- SARCAN Depot Crossword

Script

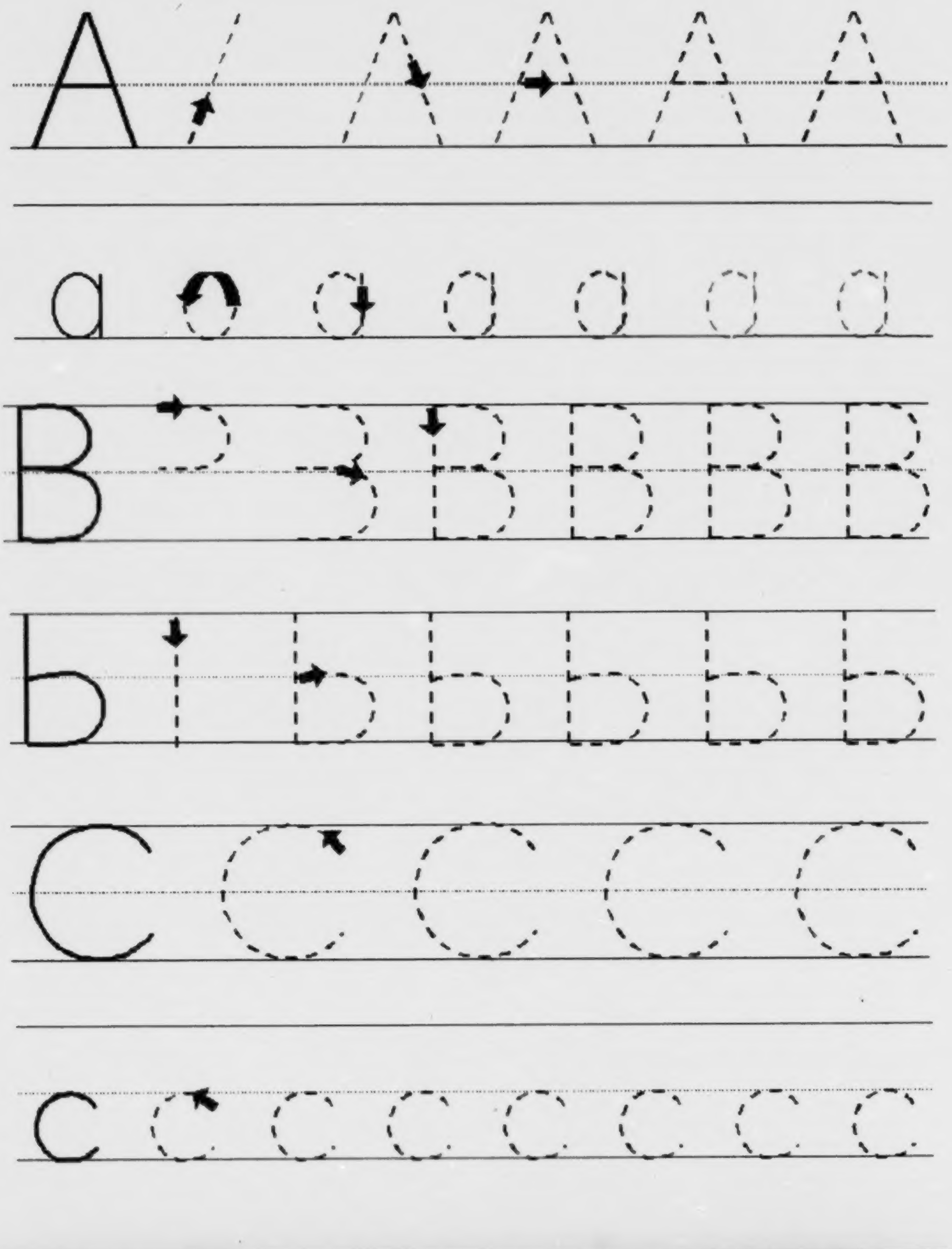
- Is it Cold Enough for You?

Worksheets

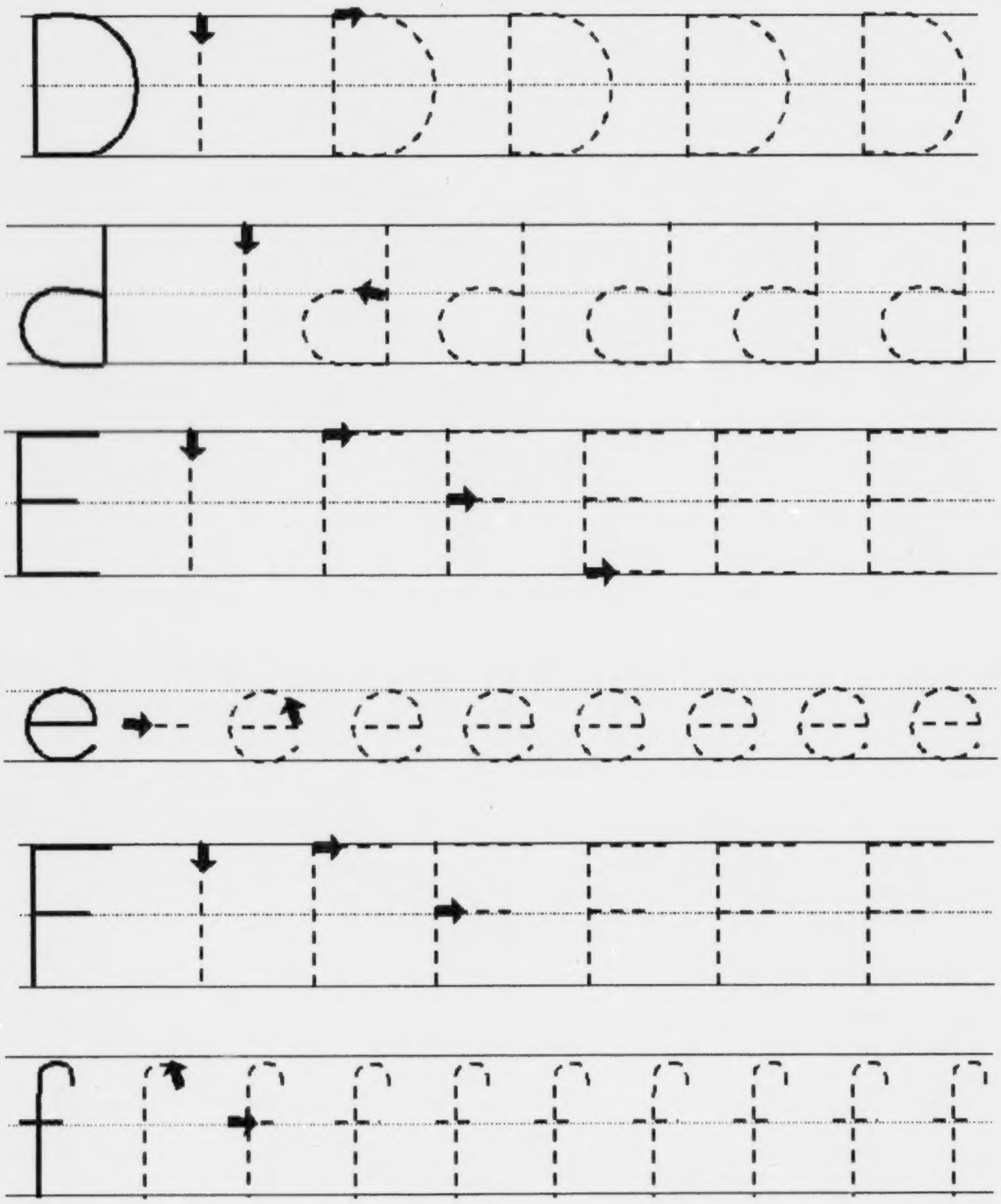
- Time Tracker
- Calendar
- Daytime Schedule
- Clock Face
- Digital Clock
- Telephone Message
- Memo Blank
- Cheque Blank
- Personal Information
- Sentence Writing
- Word Bank
- "Sense" Word List
- Radial Tree
- Overhead Hangman
- Circle Sounds
- Basic Budget
- Pronunciation Bingo
- Poetry Scaffold
- Like Letter Loops
- Decision Tree

10.2 Tracing Sheets

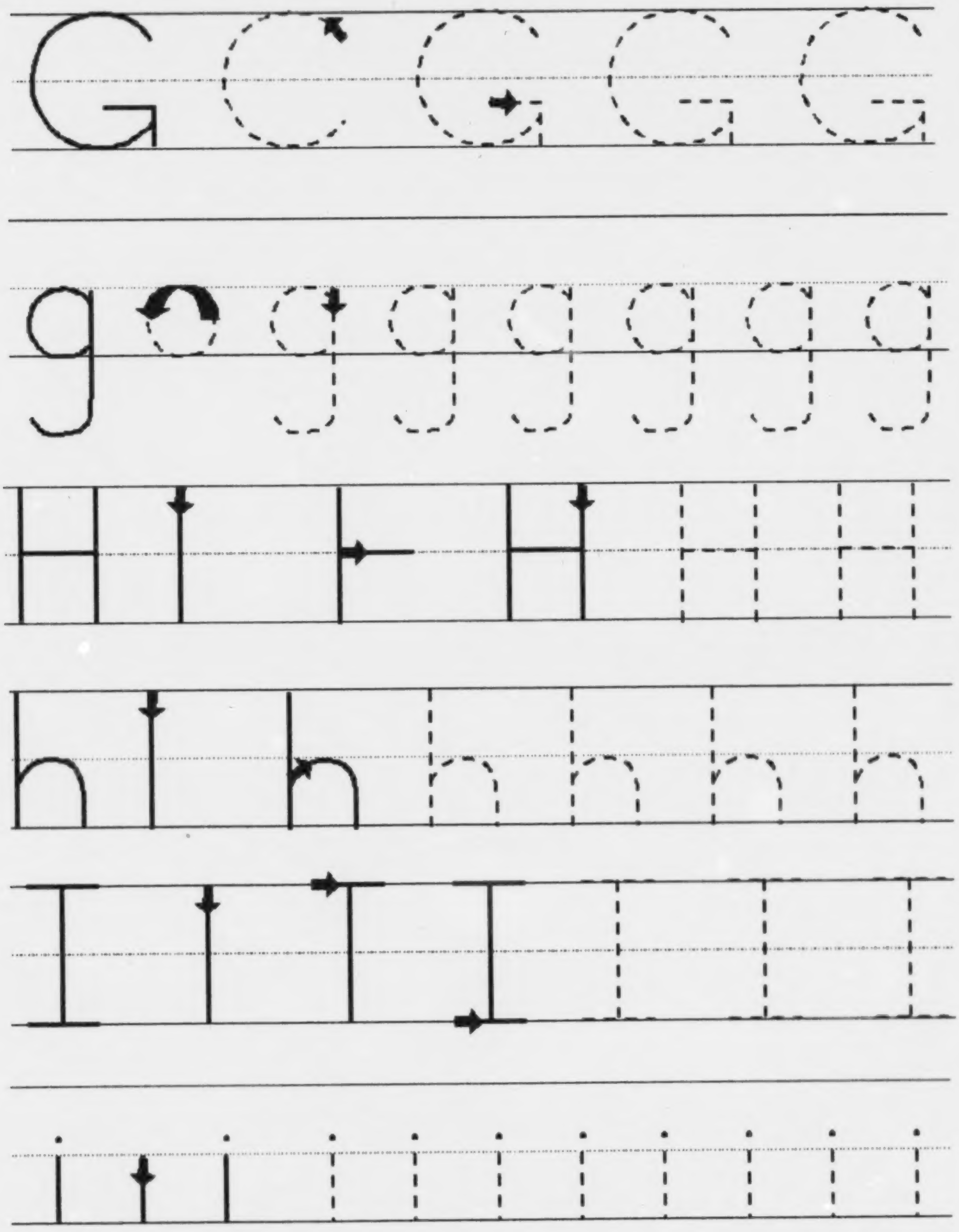
Printing Letters Tracing Sheet (A-B-C):



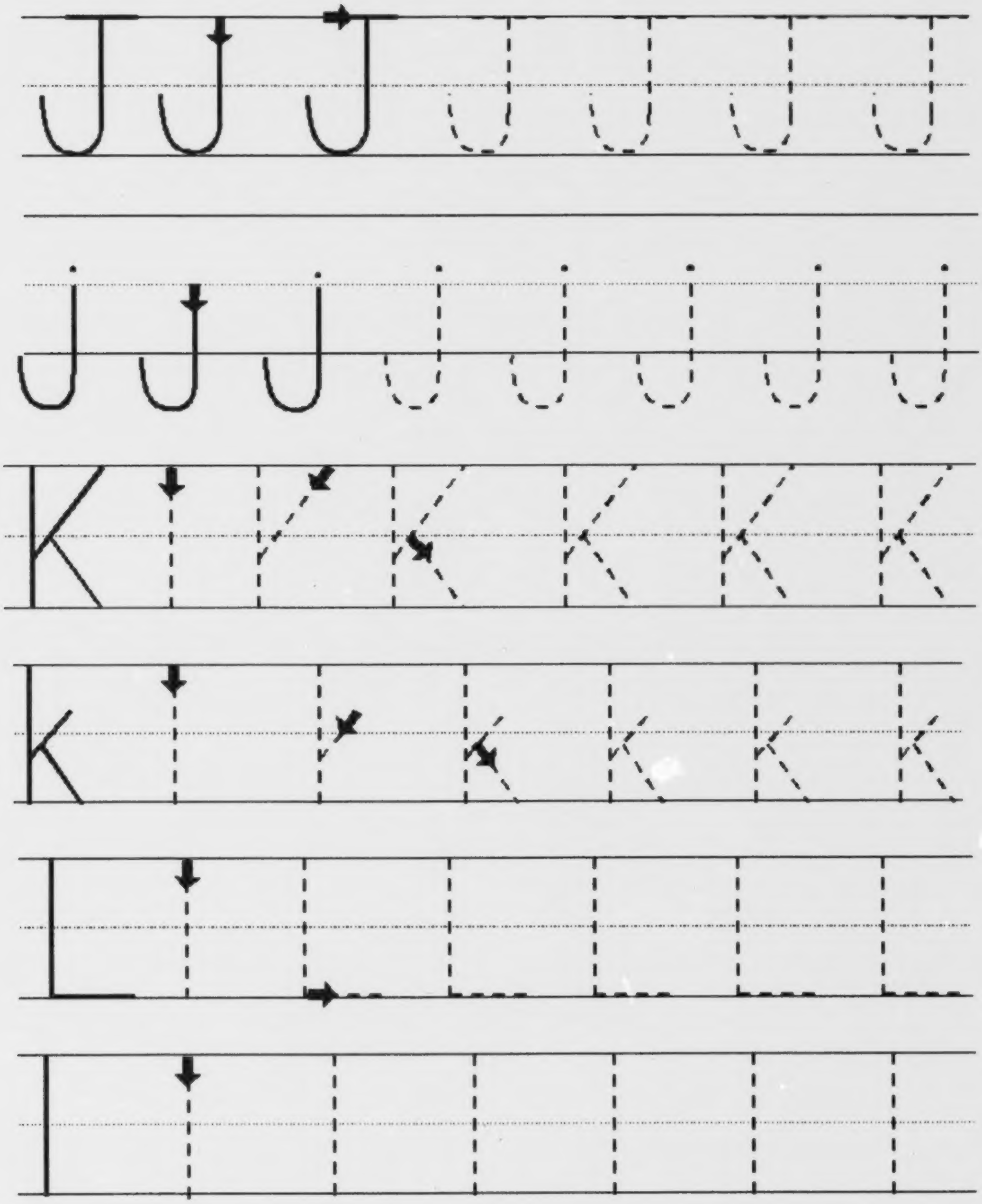
Printing Letters Tracing Sheet (D-E-F):



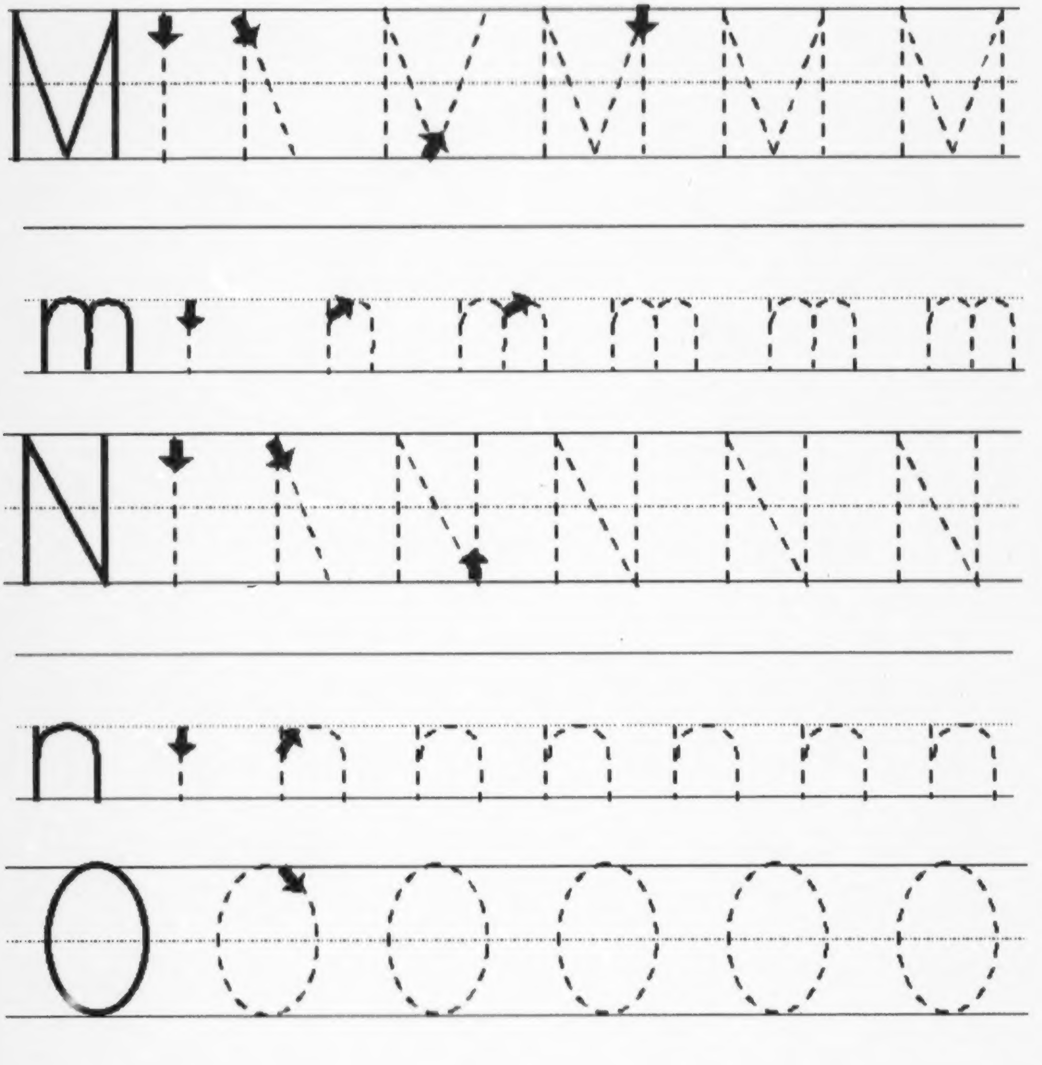
Printing Letters Tracing Sheet (G-H-I):



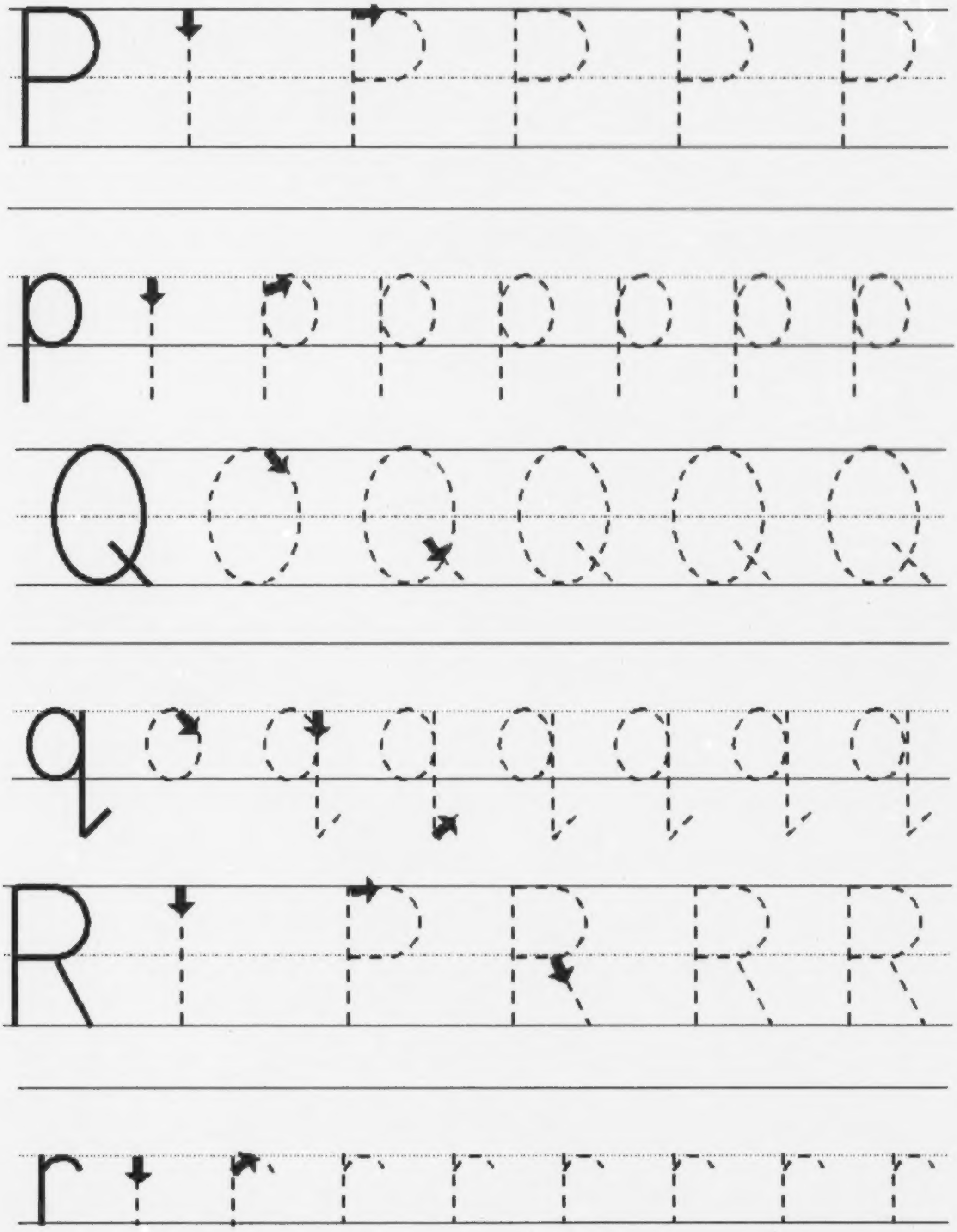
Printing Letters Tracing Sheet (J-K-L):



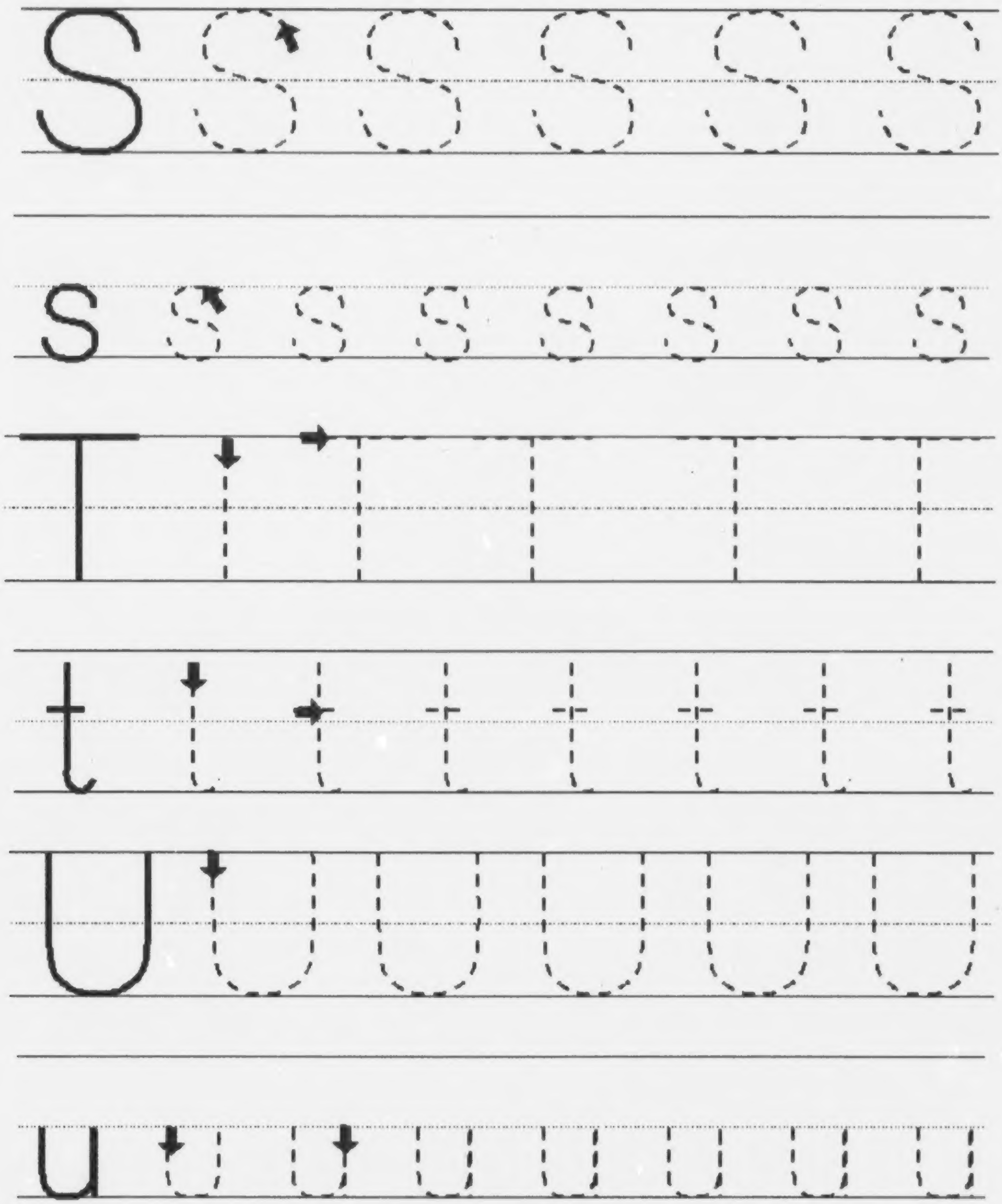
Printing Letters Tracing Sheet (M-N-O):



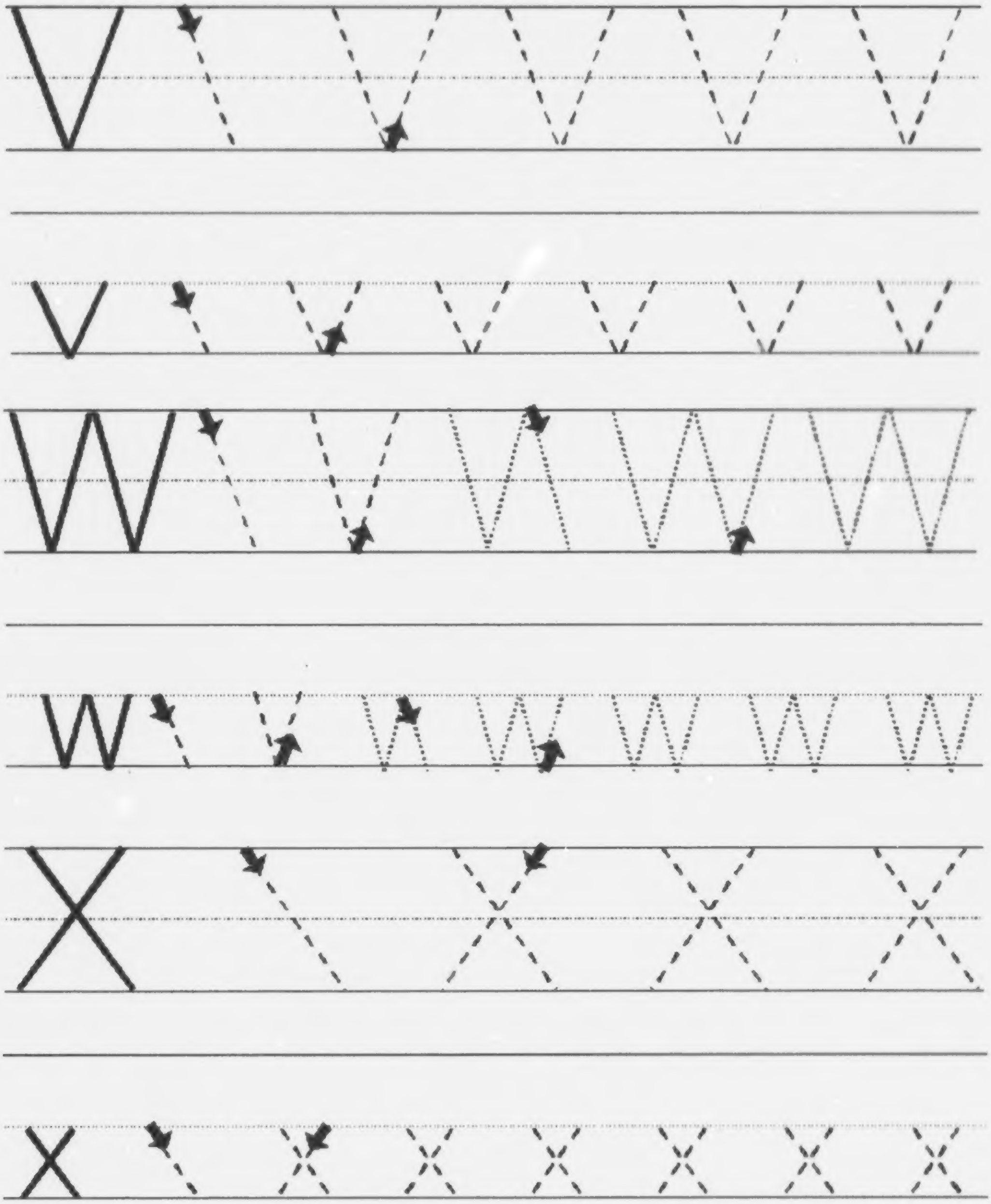
Printing Letters Tracing Sheet (P-Q-R):



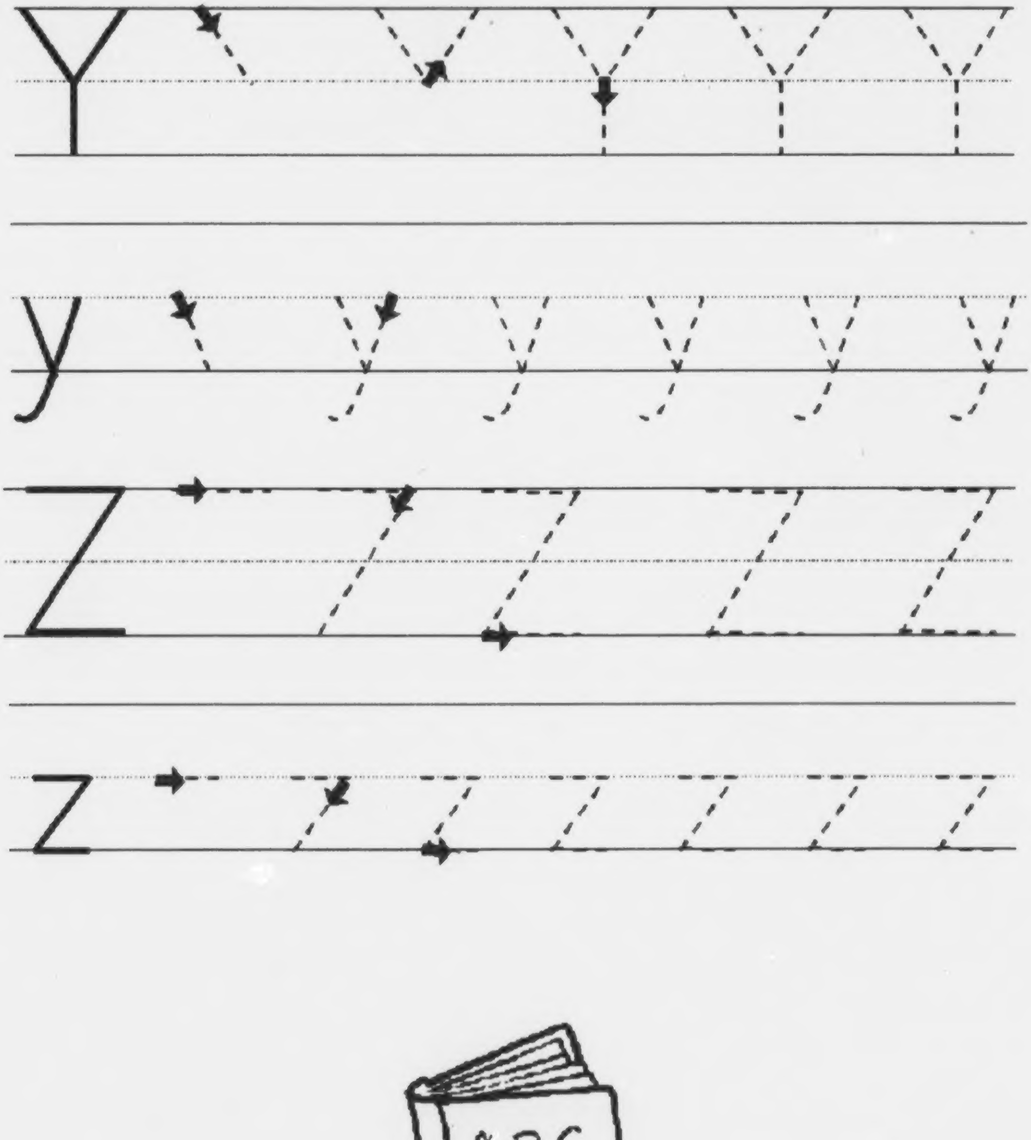
Printing Letters Tracing Sheet (S-T-U):



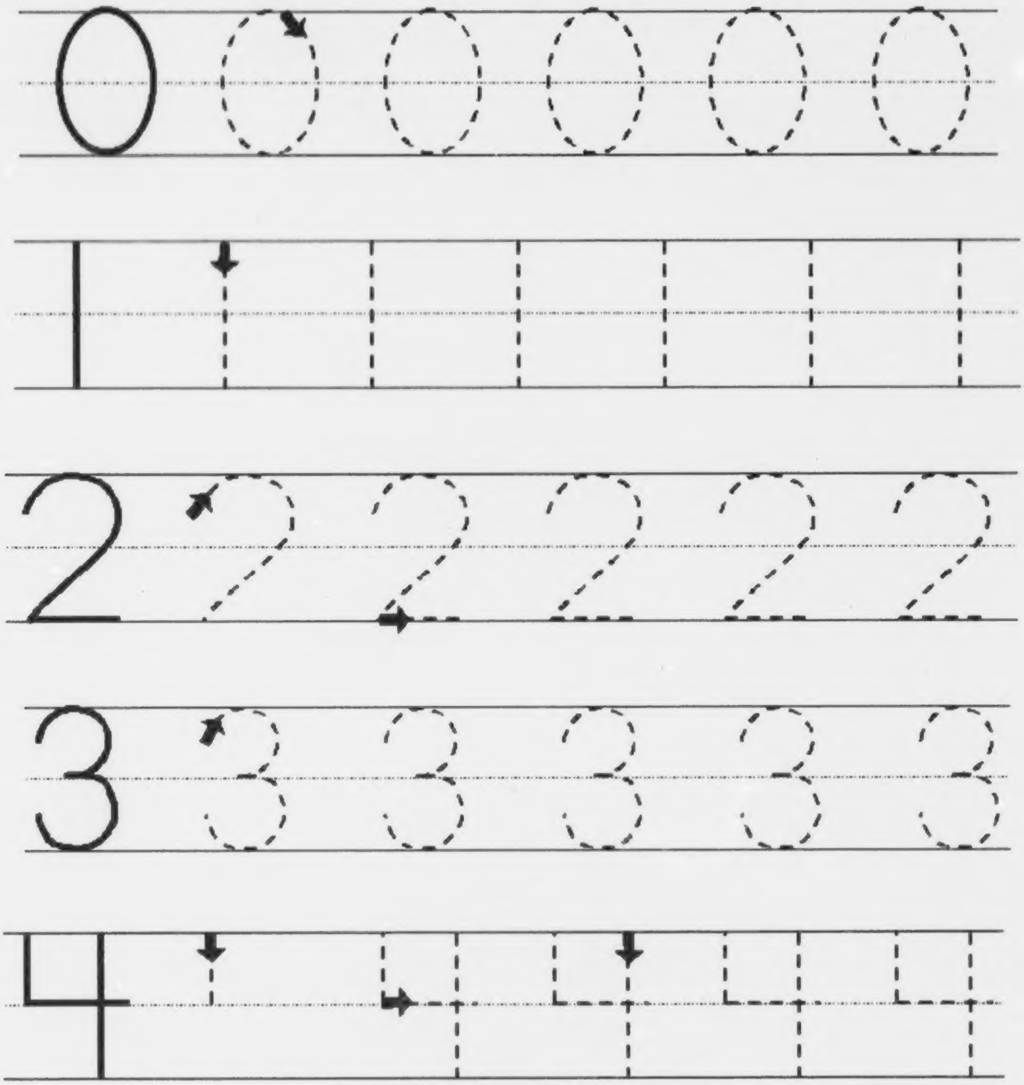
Printing Letters Tracing Sheet (V-W-X):



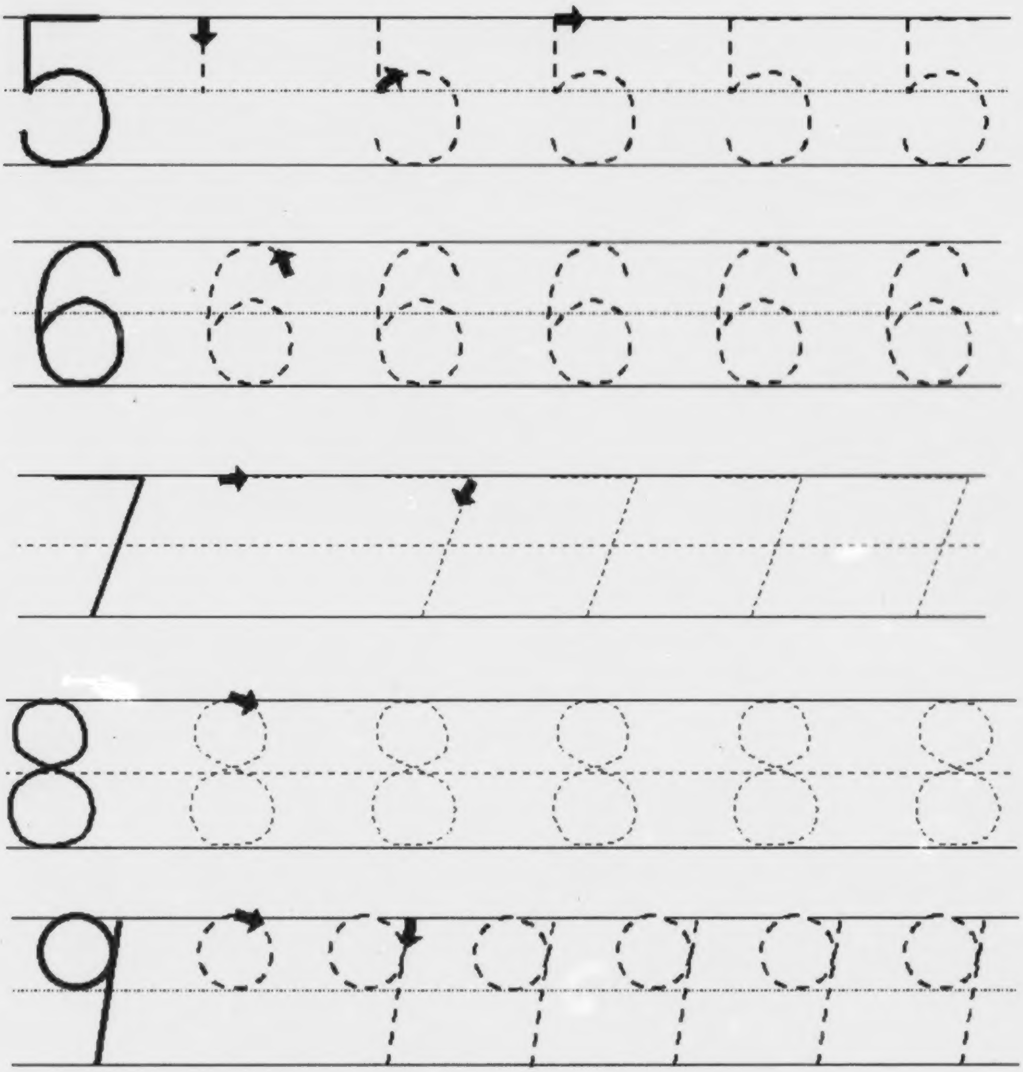
Printing Letters Tracing Sheet (Y-Z):



Printing Numbers Tracing Sheet (0-4):

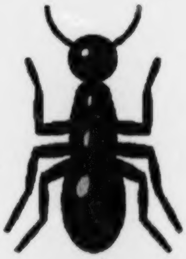
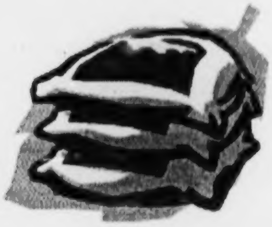
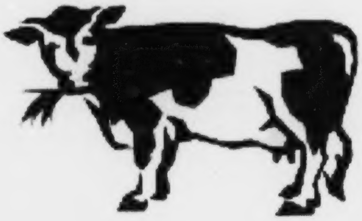


Printing Numbers Tracing Sheet (5-9):

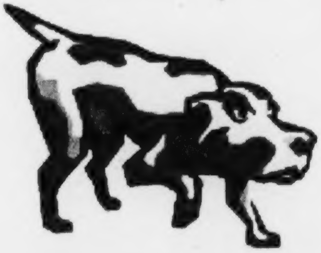


10.3 Flashcard Masters

Alphabet Flashcards (A-C):

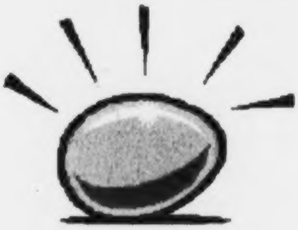
	**A a** **Ant**
	**B b** **Bags**
	**C c** **Cow**

Alphabet Flashcards (D-G):



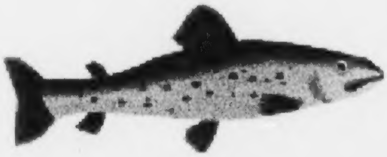
D d

Dog



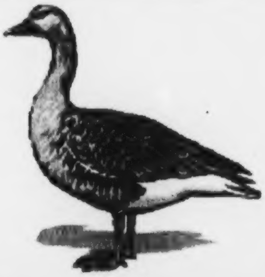
E e

Egg



F f

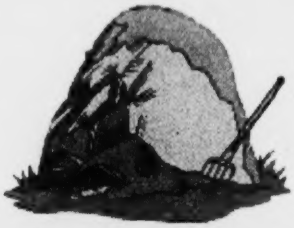
Fish



G g

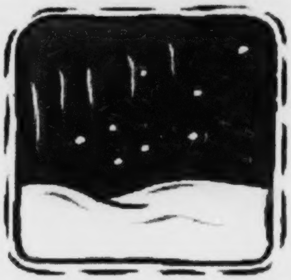
Goose

Alphabet Flashcards (H-K):



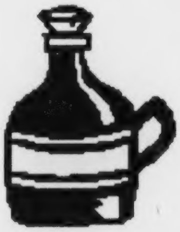
H h

Hay



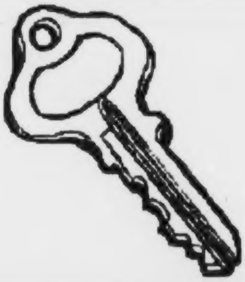
I i

Ice



J j

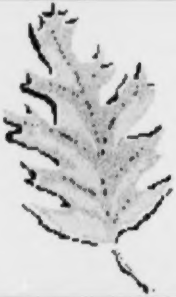
Jug



K k

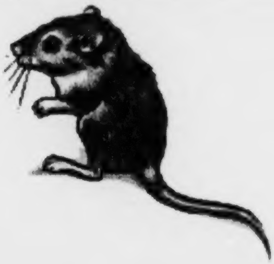
Key

Alphabet Flashcards (L-O):



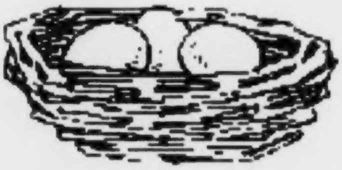
L l

Leaf



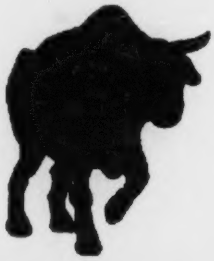
M m

Mouse



N n

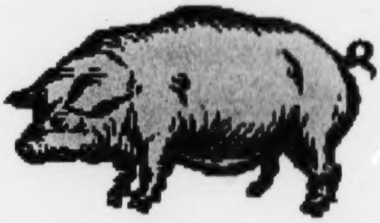
Nest



O o

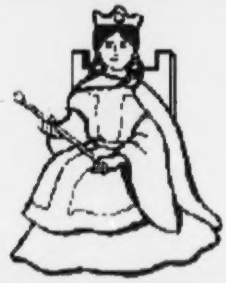
Ox

Alphabet Flashcards (P-S):



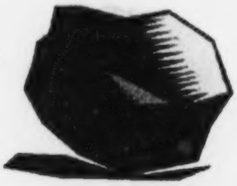
P p

Pig



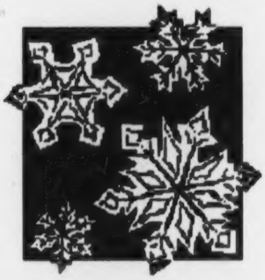
Q q

Queen



R r

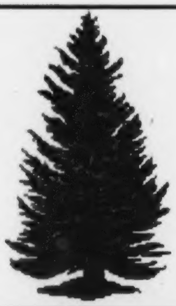
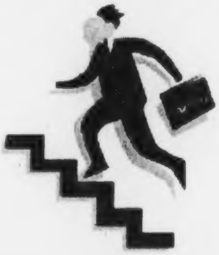
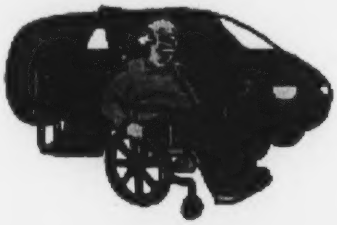
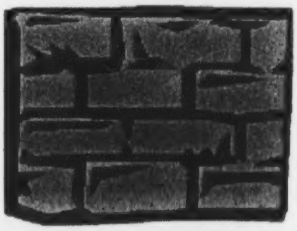
Rock



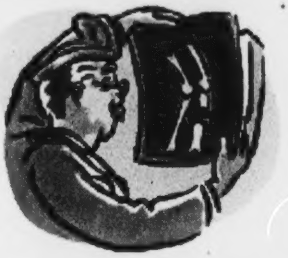
S s

Snow

Alphabet Flashcards (T-W):

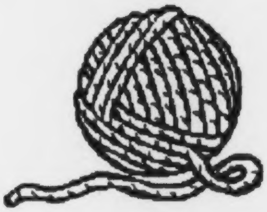
	**T t** **Tree**
	**U u** **Up**
	**V v** **Van**
	**W w** **Wall**

Alphabet Flashcards (X-Z):



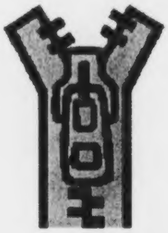
X x

X-ray



Y y

Yarn



Z z

Zipper

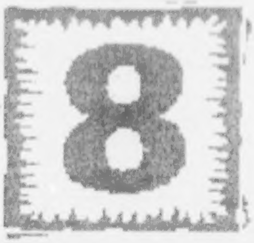
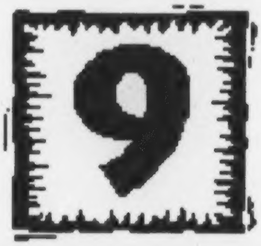
Numeral Flashcards (0-3):

0	Zero
1	One
2	Two
3	Three

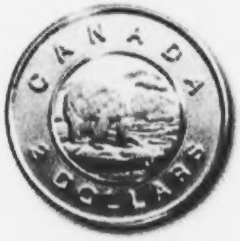
Numeral Flashcards (4-7):

4	**Four**
5	**Five**
6	**Six**
7	**Seven**

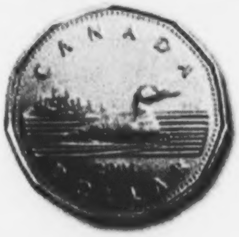
Numeral Flashcards (8-9):

	**Eight**
	**Nine**

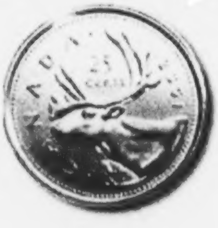
Canadian Coin Flashcards (Set 1):


CANADA
2 DOLLARS

$2.00
Two Dollar Coin
"Toonie"

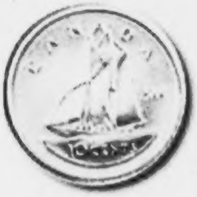


$1.00
One Dollar Coin
"Loonie"

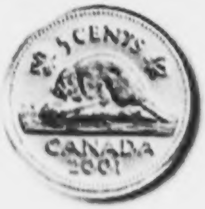


$0.25 / 25¢
25 Cent Coin
"Quarter"

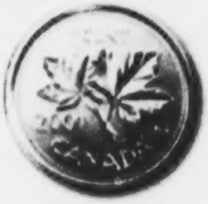
Canadian Coin Flashcards (Set 2):



$0.10 / 10¢
10 Cent Coin
“Dime”

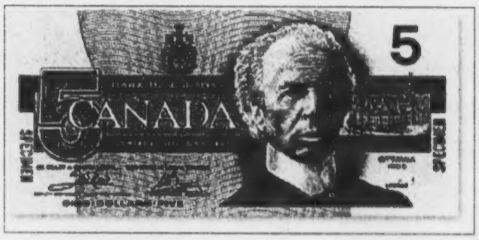


$0.05 / 5¢
5 Cent Coin
“Nickel”

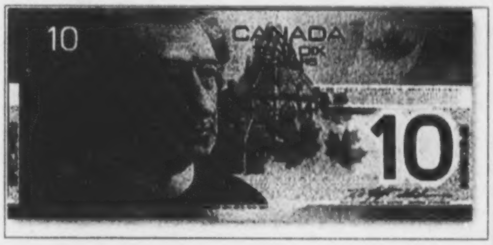


$0.01 / 1¢
1 Cent Coin
“Penny”

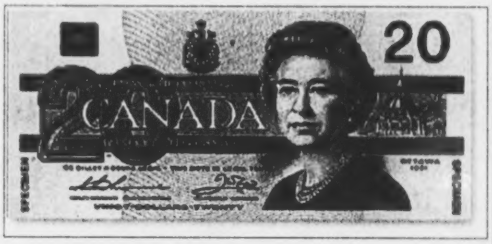
Canadian Paper Money Flashcards:


5
CANADA
SPECIMEN
SPECIMEN

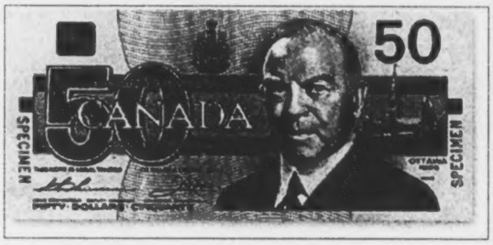
$5.00
Five Dollar Bill
"Five"


10
CANADA
10

$10.00
Ten Dollar Bill
"Ten"

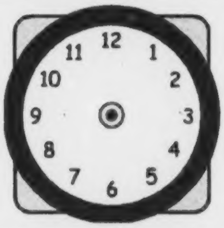

20
CANADA
SPECIMEN
SPECIMEN

$20.00
Twenty Dollar Bill
"Twenty"


50
CANADA
SPECIMEN
SPECIMEN

$50.00
Fifty Dollar Bill
"Fifty"

Event Flashcards (Set 1):


12
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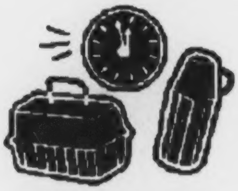
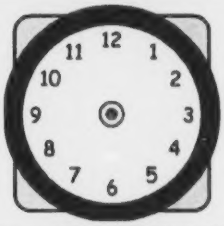


Lunch Time


12
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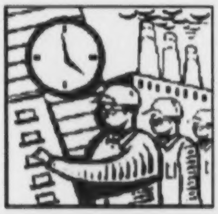
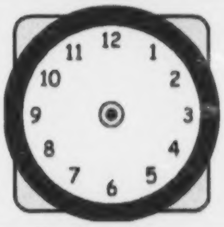


Workday Ends


12
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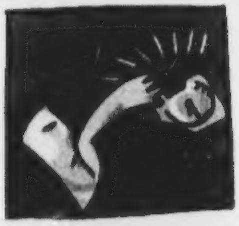
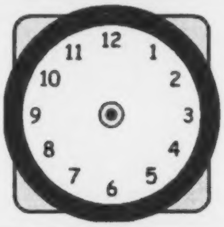


Wake Up


12
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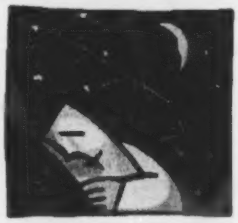
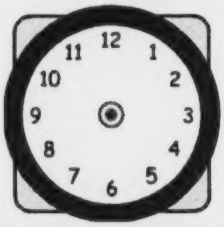


Bed Time

Event Flashcards (Set 2):


12
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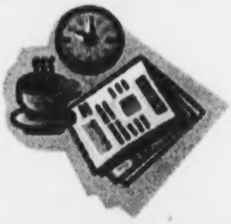
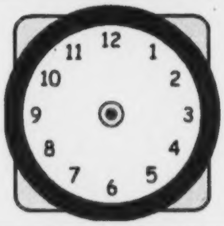


Coffee Break


12
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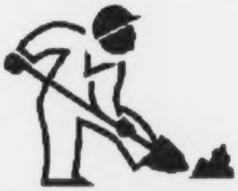
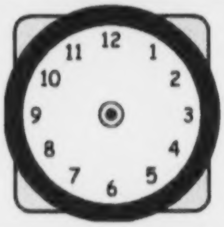


Start Workday


12
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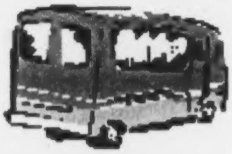
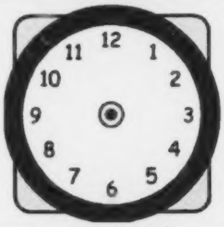


Catch Bus


12
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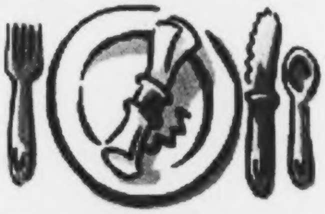
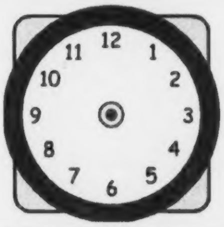
11



Supper Time

Event Flashcards (Set 3):


12
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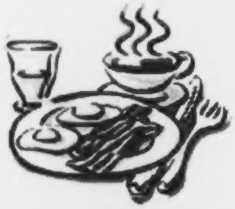
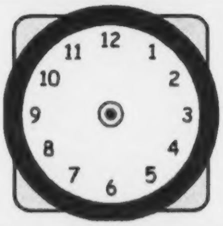


Breakfast


12
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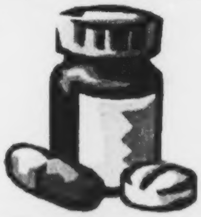
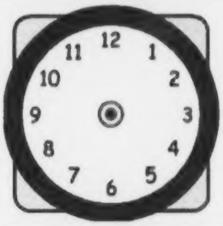


Take Medicine


12
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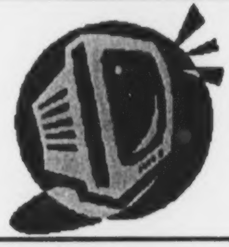
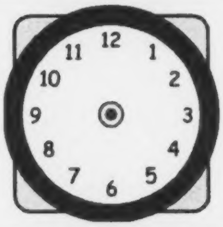


Watch Television


12
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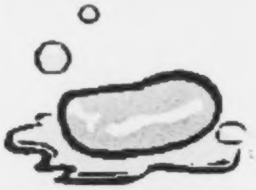
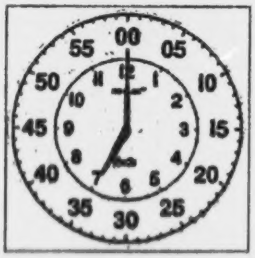
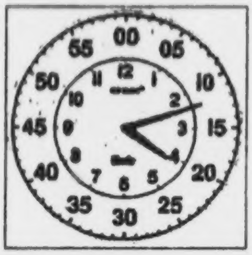


Wash Up

Time Practice Flashcards (Set 1):


00
05
10
15
20
25
30
35
40
45
50
55
12
1
2
3
4
5
6
7
8
9
10
11

7:00
Seven
Seven O'Clock


00
05
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50
55
12
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4
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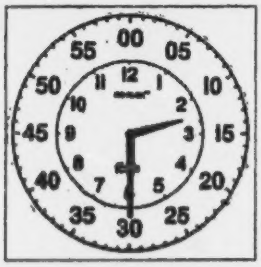
7
8
9
10
11

4:12
Four Twelve
Twelve After Four


00
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20
25
30
35
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45
50
55
12
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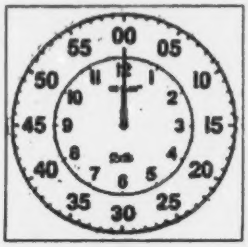
5
7
8
9
10
11

2:30
Two Thirty
Half Past Two


00
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50
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12
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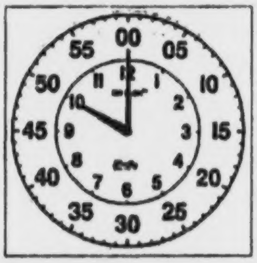
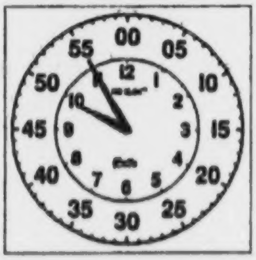
10
11

12:00
Noon
Midnight
Twelve
Twelve O'Clock

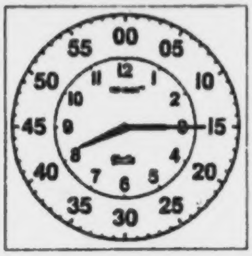
Time Practice Flashcards (Set 2):



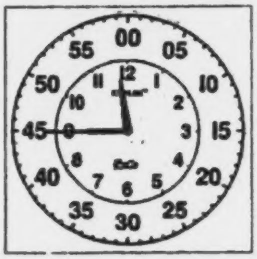
10:00
Ten
Ten O'Clock



9:55
Nine Fifty-Five
Five to Ten

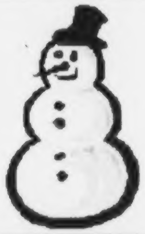


8:15
Eight Fifteen
Quarter After Eight

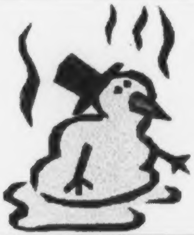


11:45
Eleven Forty-Five
Quarter to Twelve

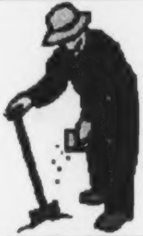
Before and After Flashcards:



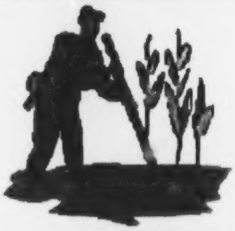
Before



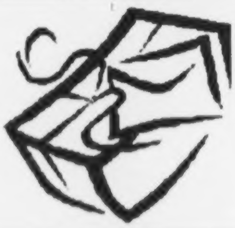
After



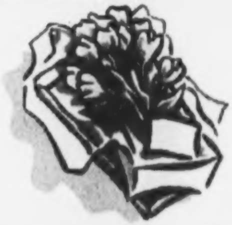
Before



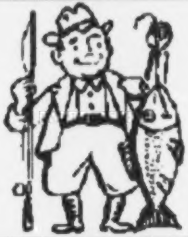
After



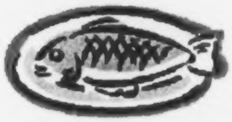
Before



After

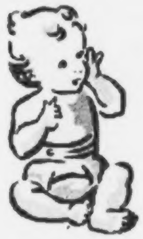


Before

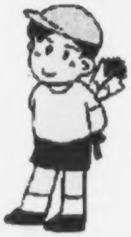


After

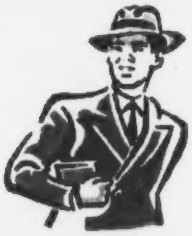
Ordinal Time Flashcards (Set 1):



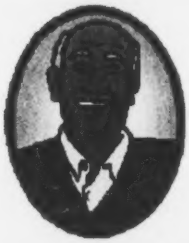
First
1st
"Baby"



Second
2nd
"Boy"

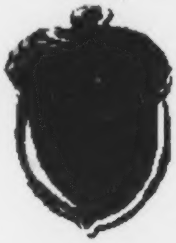


Third
3rd
"Man"

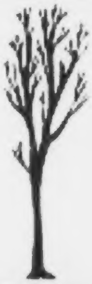


Last
"Old Man"

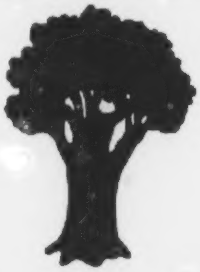
Ordinal Time Flashcards (Set 2):



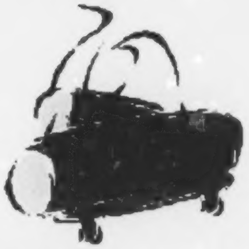
First
1st
"Acorn"



Second
2nd
"Sapling"

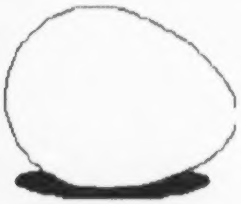
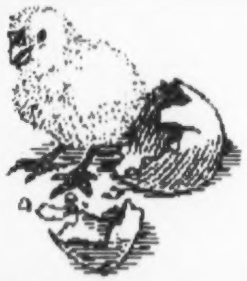
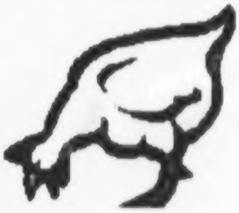
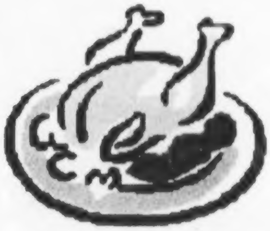


Third
3rd
"Tree"



Last
"Firewood"

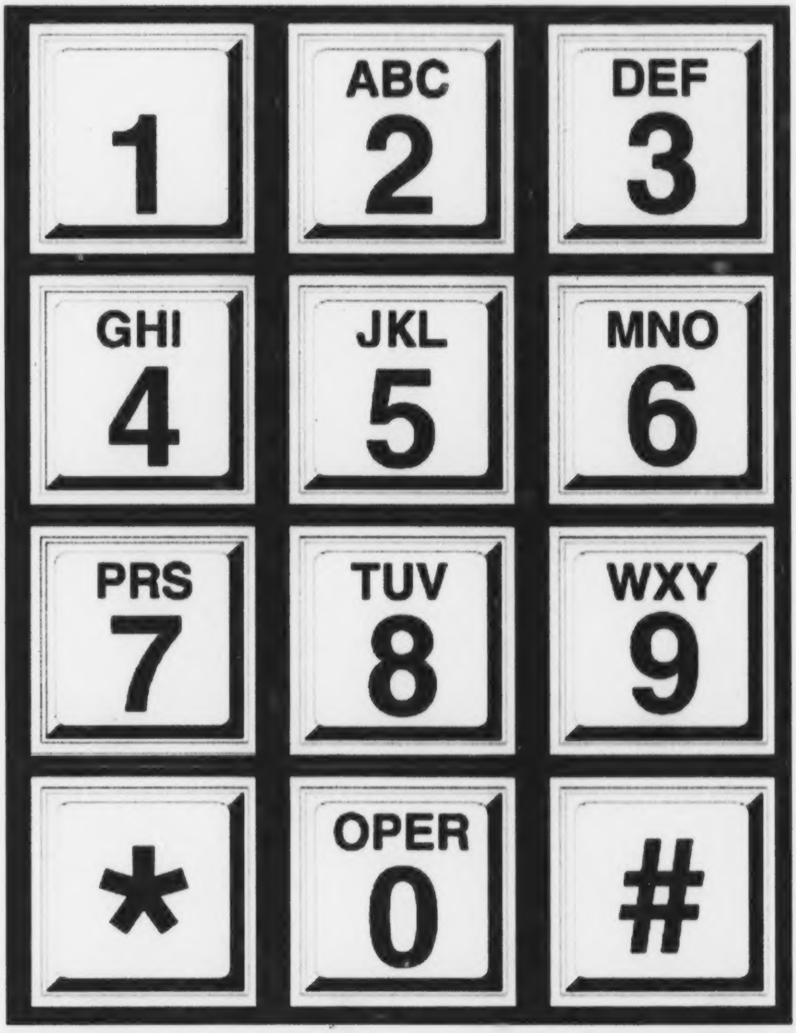
Ordinal Time Flashcards (Set 3):

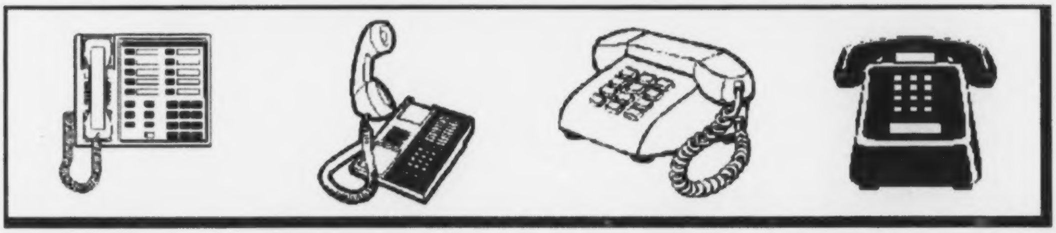
	**First** **1st** **"Egg"**
	**Second** **2nd** **"Chick"**
	**Third** **3rd** **"Chicken"**
	**Last** **"Roast Chicken"**

Flashcard Blanks:

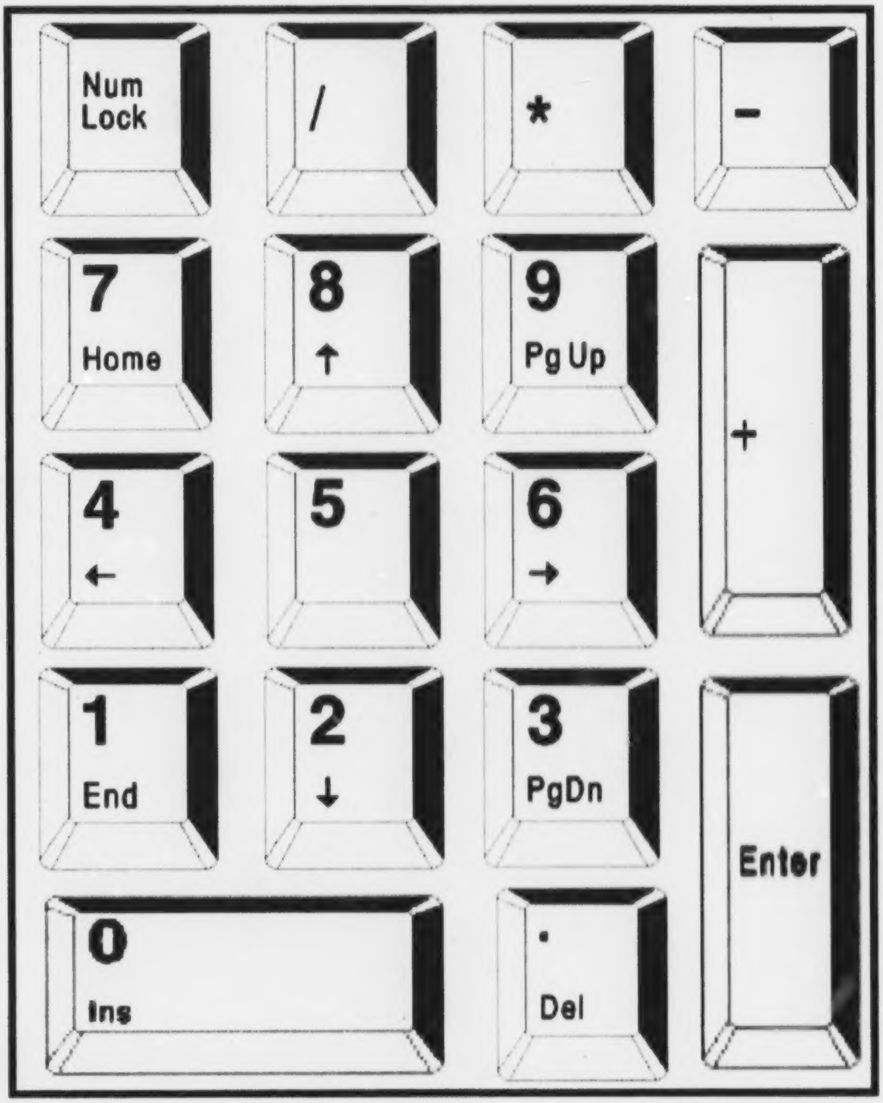
10.4 Keypads

Telephone Keypad:

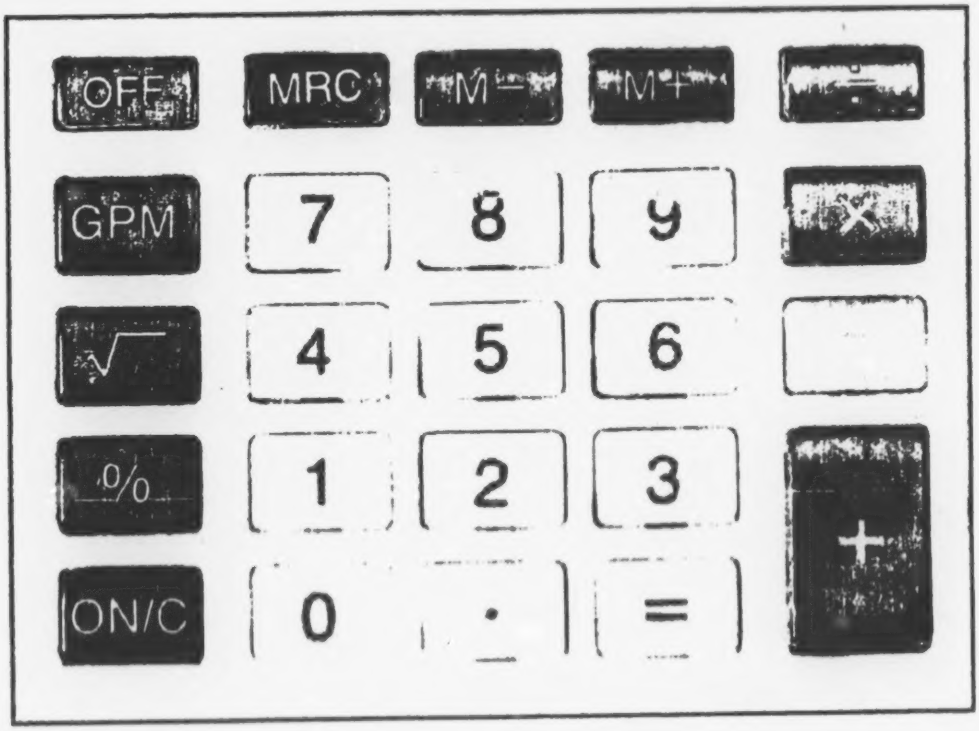

1
ABC 2
DEF 3
GHI 4
JKL 5
MNO 6
PRS 7
TUV 8
WXY 9
*
OPER 0
#



Computer Keyboard Keypad:


Num Lock
/
*
-
7 Home
8 ↑
9 Pg Up
+
4 ←
5
6 →
1 End
2 ↓
3 PgDn
Enter
0 Ins
. Del

Calculator Keypad:


OFF
MRC
M−
M+
÷
GPM
7
8
9
×
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ON/C
0
.
=

Computer Keyboard:

BEST COPY AVAILABLE

10.5 Charts

Counting by… Chart:

Ones	Twos	Fives	Tens	Twenty Fives
1	2	5	10	25
2	4	10	20	50
3	6	15	30	75
4	8	20	40	100
5	10	25	50	125
6	12	30	60	150
7	14	35	70	175
8	16	40	80	200
9	18	45	90	225
10	20	50	100	250
11	22	55	110	275
12	24	60	120	300
13	26	65	130	325
14	28	70	140	350
15	30	75	150	375
16	32	80	160	400
17	34	85	170	425
18	36	90	180	450
19	38	95	190	475
20	40	100	200	500
21	42	105	210	525
22	44	110	220	550
23	46	115	230	575
24	48	120	240	600
25	50	125	250	625

Written Numbers Chart:

1-25		26-50		51-75		76-100	
1	One	26	Twenty-six	51	Fifty-one	76	Seventy-six
2	Two	27	Twenty-seven	52	Fifty-two	77	Seventy-seven
3	Three	28	Twenty-eight	53	Fifty-three	78	Seventy-eight
4	Four	29	Twenty-nine	54	Fifty-four	79	Seventy-nine
5	Five	30	Thirty	55	Fifty-five	80	Eighty
6	Six	31	Thirty-one	56	Fifty-six	81	Eighty-one
7	Seven	32	Thirty-two	57	Fifty-seven	82	Eighty-two
8	Eight	33	Thirty-three	58	Fifty-eight	83	Eighty-three
9	Nine	34	Thirty-four	59	Fifty-nine	84	Eighty-four
10	Ten	35	Thirty-five	60	Sixty	85	Eighty-five
11	Eleven	36	Thirty-six	61	Sixty-one	86	Eighty-six
12	Twelve	37	Thirty-seven	62	Sixty-two	87	Eighty-seven
13	Thirteen	38	Thirty-eight	63	Sixty-three	88	Eighty-eight
14	Fourteen	39	Thirty-nine	64	Sixty-four	89	Eighty-nine
15	Fifteen	40	Forty	65	Sixty-five	90	Ninety
16	Sixteen	41	Forty-one	66	Sixty-six	91	Ninety-one
17	Seventeen	42	Forty-two	67	Sixty-seven	92	Ninety-two
18	Eighteen	43	Forty-three	68	Sixty-eight	93	Ninety-three
19	Nineteen	44	Forty-four	69	Sixty-nine	94	Ninety-four
20	Twenty	45	Forty-five	70	Seventy	95	Ninety-five
21	Twenty-one	46	Forty-six	71	Seventy-one	96	Ninety-six
22	Twenty-two	47	Forty-seven	72	Seventy-two	97	Ninety-seven
23	Twenty-three	48	Forty-eight	73	Seventy-three	98	Ninety-eight
24	Twenty-four	49	Forty-nine	74	Seventy-four	99	Ninety-nine
25	Twenty-five	50	Fifty	75	Seventy-five	100	One Hundred

Addition Chart:

+	0	1	2	3	4	5	6	7	8	9	10
0	0	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10	11
2	2	3	4	5	6	7	8	9	10	11	12
3	3	4	5	6	7	8	9	10	11	12	13
4	4	5	6	7	8	9	10	11	12	13	14
5	5	6	7	8	9	10	11	12	13	14	15
6	6	7	8	9	10	11	12	13	14	15	16
7	7	8	9	10	11	12	13	14	15	16	17
8	8	9	10	11	12	13	14	15	16	17	18
9	9	10	11	12	13	14	15	16	17	18	19
10	10	11	12	13	14	15	16	17	18	19	20

5 + 6 = 11 **3 + 7 = 10**

7 + 9 = 16 **9 + 9 = 18**

2 + 1 = 3 **2 + 3 = 5**

10 + 8 = 18 **3 + 5 = 8**

Subtraction Chart:

—	0	1	2	3	4	5	6	7	8	9	10
0	0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10
1	1	0	-1	-2	-3	-4	-5	-6	-7	-8	-9
2	2	1	0	-1	-2	-3	-4	-5	-6	-7	-8
3	3	2	1	0	-1	-2	-3	-4	-5	-6	-7
4	4	3	2	1	0	-1	-2	-3	-4	-5	-6
5	5	4	3	2	1	0	-1	-2	-3	-4	-5
6	6	5	4	3	2	1	0	-1	-2	-3	-4
7	7	6	5	4	3	2	1	0	-1	-2	-3
8	8	7	6	5	4	3	2	1	0	-1	-2
9	9	8	7	6	5	4	3	2	1	0	-1
10	10	9	8	7	6	5	4	3	2	1	0

$5 - 6 = -1$

$7 - 9 = -2$

$2 - 1 = 1$

$10 - 8 = 2$

$3 - 7 = -4$

$9 - 9 = 0$

$2 - 3 = -1$

$3 - 5 = -2$

Multiplication Table Chart:

X	0	1	2	3	4	5	6	7	8	9	10
0	0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9	10
2	0	2	4	6	8	10	12	14	16	18	20
3	0	3	6	9	12	15	18	21	24	27	30
4	0	4	8	12	16	20	24	28	32	36	40
5	0	5	10	15	20	25	30	35	40	45	50
6	0	6	12	18	24	30	36	42	48	54	60
7	0	7	14	21	28	35	42	49	56	63	70
8	0	8	16	24	32	40	48	56	64	72	80
9	0	9	18	27	36	45	54	63	72	81	90
10	0	10	20	30	40	50	60	70	80	90	100

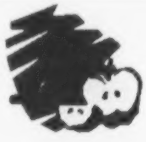
5 X 6 = 30 **3 X 7 = 21**

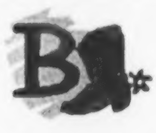
7 X 9= 63 **9 X 9 = 81**

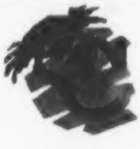
2 X 1 = 2 **2 X 3 = 6**

10 X 8 = 80 **3 X 5 = 15**

Alphabet Chart:


apple


boot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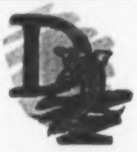
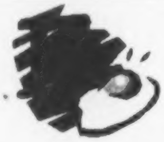
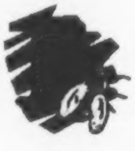
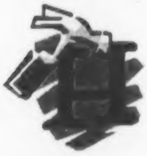

dolphin


egg


fly

golf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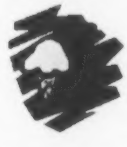
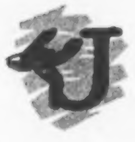

ice cream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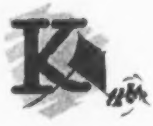
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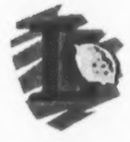
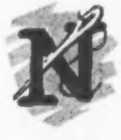

lemon

mouse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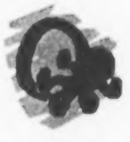
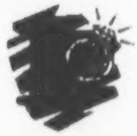
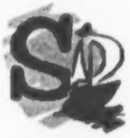
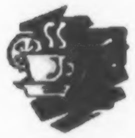

octopus

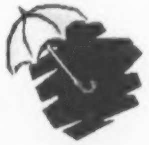
pen

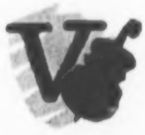
quill


ring


sailboat


tea


umbrella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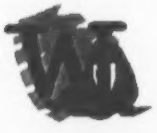
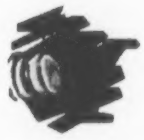
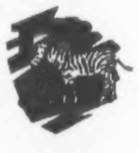

walrus

xylophone


yo-yo

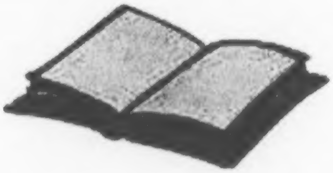

zebra

a b c d e f g h i j k l m

n o p q r s t u v w x y z

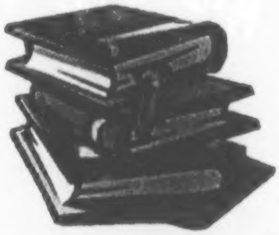
Dolch Word Chart (Pre-Primer Level Words):

a	funny	little	said
and	for	look	see
away	funny	make	the
big	go	me	three
blue	help	my	to
can	I	not	two
come	in	one	up
down	is	play	we
find	it	red	where
for	jump	run	yellow



Dolch Word Chart (Primary Level Words):

all	get	pretty	want
am	good	ran	was
are	have	ride	well
at	he	saw	went
ate	into	say	what
be	like	she	white
black	must	so	who
brown	new	soon	will
but	no	that	with
came	now	there	yes
did	on	they	
do	our	this	
eat	out	too	
four	please	under	



Dolch Word Chart (First Grade Level Words):

again	give	let	some
an	giving	live	stop
any	had	may	take
as	has	of	thank
ask	her	old	them
by	him	once	then
could	his	open	think
every	how	over	walk
fly	just	put	were
from	know	round	when

Dolch Word Chart (Second Grade Level Words):

always	fast	pull	use
around	first	read	very
because	five	right	wash
been	found	sing	which
before	gave	sit	why
best	goes	sleep	wish
both	green	tell	work
buy	its	their	would
call	made	these	write
cold	many	those	your
does	off	upon	
don't	or	us	

Dolch Word Chart (Third Grade Level Words):

about	fall	laugh	seven
better	far	light	show
bring	full	long	six
carry	got	much	small
clean	grow	myself	start
Cut	hold	never	ten
done	hot	only	today
Draw	hurt	own	together
drink	if	pick	try
eight	kind	shall	

English Sounds Chart (Vowels and Diphthongs):

Vowels and Diphthongs

Phonetic Symbol	Key Words		
/ I / as in	"sit"	"kick"	"grid"
/ ε / as in	"pen"	"bed"	"peck"
/ æ / as in	"hat"	"mass"	"can"
/ a / as in	"pot"	"bought"	"sock"
/ ʊ / as in	"put"	"foot"	"book"
/ ʌ / as in	"but"	"truck"	"mud"
/ ∂ / as in	"about"	"machine"	"offend"
/ iy / as in	"see"	"flea"	"beet"
/ ey / as in	"say"	"cake"	"bale"
/ uw / as in	"too"	"clue"	"shoe"
/ ow / as in	"go"	"sow"	"boat"
/ ay / as in	"buy"	"fight"	"mine"
/ aw / as in	"now"	"plough"	"sow"
/ oy / as in	"coin"	"boy"	"noise"
/ ir / as in	"fear"	"steer"	"beer"
/ er / as in	"bear"	"hair"	"stare"
/ ur / as in	"boor"	"poor"	"sure"
/ or / as in	"bore"	"score"	"floor"
/ ∂r / as in	"her"	"fir"	"were"

A diphthong *is a speech sound considered as one distinctive vowel of English, but really involves two vowels, with one vowel "gliding" to the other. This means that as the mouth is forming the first vowel sound, the tongue smoothly moves into the position to make the second vowel sound.*

The slanted brackets are meant to remind us that we are talking of sounds, *not letters.*

English Sounds Chart (Consonants):

Consonants

Phonetic Symbol		Key Words		
/ p /	as in	“pen”	“ape”	“cup”
/ b /	as in	“bad”	“rub”	“bond”
/ t /	as in	“tea”	“rat”	“kite”
/ d /	as in	“dog”	“sad”	“cards”
/ k /	as in	“cat”	“rake”	“brick”
/ g /	as in	“got”	“fog”	“rug”
/ f /	as in	“fair”	“laugh”	“gruff”
/ v /	as in	“voice”	“cave”	“love”
/ θ /	as in	“thin”	“bath”	“thank”
/ ð /	as in	“then”	“mother”	“there”
/ s /	as in	“sew”	“bus”	“ask”
/ z /	as in	“zoo”	“zip”	“fuzz”
/ ʃ /	as in	“she”	“wish”	“washer”
/ ʒ /	as in	“vision”	“beige”	“usually”
/ tʃ /	as in	“chin”	“much”	“chair”
/ dʒ /	as in	“jump”	“major”	“juice”
/ m /	as in	“may”	“jam”	“moan”
/ n /	as in	“no”	“fun”	“new”
/ ŋ /	as in	“sing”	“young”	“gong”
/ l /	as in	“let”	“gal”	“lion”
/ r /	as in	“red”	“car”	“ripe”
/ y /	as in	“yes”	“yellow”	“your”
/ w /	as in	“will”	“water”	“wet”
/ h /	as in	“he”	“house”	“hen”

10.6 Puzzles

SARCAN SCRAMBLE

Hey, all you word find buffs, have fun with this one.

Look for the words forward, backward, up, down and diagonally.

Some words will overlap others and some letters may be used in more than one word.

R	D	A	L	U	M	I	N	U	M	T	Y	D	B	A	G	S	P	R	V
P	L	P	U	I	E	E	G	E	E	U	Q	S	J	N	A	G	E	N	J
F	O	E	R	E	M	O	T	S	U	C	T	S	I	P	Y	U	O	D	B
P	G	T	L	T	H	I	P	G	R	E	M	D	K	Y	L	S	P	R	O
L	S	A	H	V	D	W	T	P	L	F	A	D	E	T	O	R	L	W	T
A	E	N	G	E	S	R	R	L	E	L	D	N	P	T	R	E	E	Y	T
S	I	Y	S	N	R	Z	A	E	F	K	O	B	R	F	D	N	Q	Y	L
T	M	N	E	E	K	P	I	O	D	M	S	N	G	I	S	I	R	K	E
I	A	H	J	K	C	X	L	Q	B	R	T	G	P	L	H	A	E	C	C
C	A	C	K	O	S	L	E	A	U	D	E	I	B	S	U	T	T	I	A
R	Q	X	M	R	I	I	R	O	S	N	E	F	Y	R	J	N	S	T	P
U	R	E	E	B	R	M	H	E	I	T	L	A	D	O	A	O	I	S	S
S	Q	U	T	O	A	E	O	W	O	G	I	E	C	S	R	C	G	T	L
H	E	L	I	X	V	K	T	T	G	N	C	C	A	S	H	I	E	R	A
E	H	A	L	E	K	C	E	A	M	I	O	Y	G	I	Y	E	R	Z	K
R	A	I	L	S	D	B	M	E	W	D	U	S	P	C	L	G	H	D	D
M	U	K	M	S	A	F	B	J	X	A	N	T	Y	S	Q	A	S	C	O
B	D	G	K	G	N	S	L	T	Y	O	T	A	Z	X	U	V	A	B	V
G	L	A	S	S	E	D	P	K	F	L	E	L	B	H	P	Z	C	M	R
P	R	O	C	E	S	S	I	N	G	Q	R	F	O	R	K	L	I	F	T

Word List:

- ALUMINUM
- BAGS
- BEER
- BILL OF LADING
- BOTTLE CAPS
- BOXES
- BROKEN
- CANS
- CARDBOARD
- CASH REGISTER
- CASHIER
- CONTAINERS
- COUNTER
- CRUSHER
- CUSTOMER
- FLATS
- FORK LIFT
- GAYLORDS
- GLASS
- HOURS
- LIMIT
- LOADING
- LOGS
- MONEY
- OTHER PLASTIC
- PALLETS
- PEOPLE
- PET
- PLASTIC
- POP
- PROCESSING
- RAILS
- SCISSORS LIFT
- SEAL
- SIGNS
- SQUEEGEE
- STEEL
- STICKY
- TILL
- TIN
- TOTE BAGS
- TRAILER
- TRIP
- VODKA
- WATER
- WHISKEY
- WINE

R	D	A	L	U	M	I	N	U	M	T	Y	D	B	A	G	S	P	R	V
P	L	P	U	I	E	E	G	E	E	U	Q	S	J	N	A	G	E	N	J
F	O	E	R	E	M	O	T	S	U	C	T	S	I	P	Y	U	O	D	B
P	G	T	L	T	H	I	P	G	R	E	M	D	K	Y	L	S	P	R	O
L	S	A	H	V	D	W	T	P	L	F	A	D	E	T	O	R	L	W	T
A	E	N	G	E	S	R	R	L	E	L	D	N	P	T	R	E	E	Y	T
S	I	Y	S	N	R	Z	A	E	F	K	O	B	R	F	D	N	Q	Y	L
T	M	N	E	E	K	P	I	O	D	M	S	N	G	I	S	I	R	K	E
I	A	H	J	K	C	X	L	Q	B	R	T	G	P	L	H	A	E	C	C
C	A	C	K	O	S	L	E	A	U	D	E	I	B	S	U	T	T	I	A
R	Q	X	M	R	I	I	R	O	S	N	E	F	Y	R	J	N	S	T	P
U	R	E	E	B	R	M	H	E	I	T	L	A	D	O	A	O	I	S	S
S	Q	U	T	O	A	E	O	W	O	G	I	E	C	S	R	C	G	T	L
H	E	L	I	X	V	K	T	T	G	N	C	C	A	S	H	I	E	R	A
E	H	A	L	E	K	C	E	A	M	I	O	Y	G	I	Y	E	R	Z	K
R	A	I	L	S	D	B	M	E	W	D	U	S	P	C	L	G	H	D	D
M	U	K	M	S	A	F	B	J	X	A	N	T	Y	S	Q	A	S	C	O
B	D	G	K	G	N	S	L	T	Y	O	T	A	Z	X	U	V	A	B	V
G	L	A	S	S	E	D	P	K	F	L	E	L	B	H	P	Z	C	M	R
P	R	O	C	E	S	S	I	N	G	Q	R	F	O	R	K	L	I	F	T

Source:
Audrey Jamisom, "SARCAN Scramble," in *SARCAN Spirit* Vol. 1, No. 5 (December 1997).

SARCAN WORD SEARCH

The words in this puzzle are about SARCAN. They run in every direction (forward, backward, diagonal, up, down) in the puzzle. A word list appears on the next page. Have fun!

O	B	C	D	A	L	C	A	N	G	G	B	T	T	N	U	O	C	H	O
N	O	P	Q	Z	Y	G	R	V	W	L	T	R	I	T	S	W	R	S	E
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I	N	O	C	J	P	M	S	O	V	S	R	H	L	N	Y	A	J	R	E
C	B	T	P	P	N	T	I	T	O	S	A	S	B	T	B	P	A	C	S
I	E	T	A	E	W	N	V	C	E	C	I	T	P	E	S	A	L	U	O
N	R	L	P	L	A	A	R	E	L	I	L	M	Y	T	E	F	A	S	T
H	S	E	E	C	M	T	E	R	A	N	E	A	C	A	P	S	T	O	W
C	A	Z	R	Y	O	S	P	I	B	O	R	T	D	R	O	N	E	T	E
E	S	K	W	C	N	I	U	D	W	B	S	N	O	T	D	O	M	D	L
T	K	C	O	E	E	S	S	A	R	C	A	N	S	E	Y	N	I	O	M
G	A	O	R	R	Y	S	A	C	R	T	O	T	S	T	I	W	B	D	A
N	T	M	K	K	A	A	I	F	S	M	O	F	D	O	E	T	R	E	N
I	C	S	U	P	P	T	M	G	U	O	T	T	V	C	Y	O	F	V	S
L	H	O	M	E	S	U	A	N	B	E	E	R	N	E	L	C	Y	I	N
C	E	L	I	A	J	B	I	K	K	L	J	I	G	Y	R	Q	P	Z	L
Y	W	S	L	R	P	M	R	T	L	U	V	W	A	A	D	E	U	E	Y
C	A	P	K	T	U	O	R	A	I	O	U	G	S	B	C	N	A	C	E
E	N	V	E	L	W	U	P	C	R	L	E	G	I	S	L	A	T	E	D
R	S	W	A	T	N	P	E	P	A	P	E	R	A	G	L	O	V	E	S

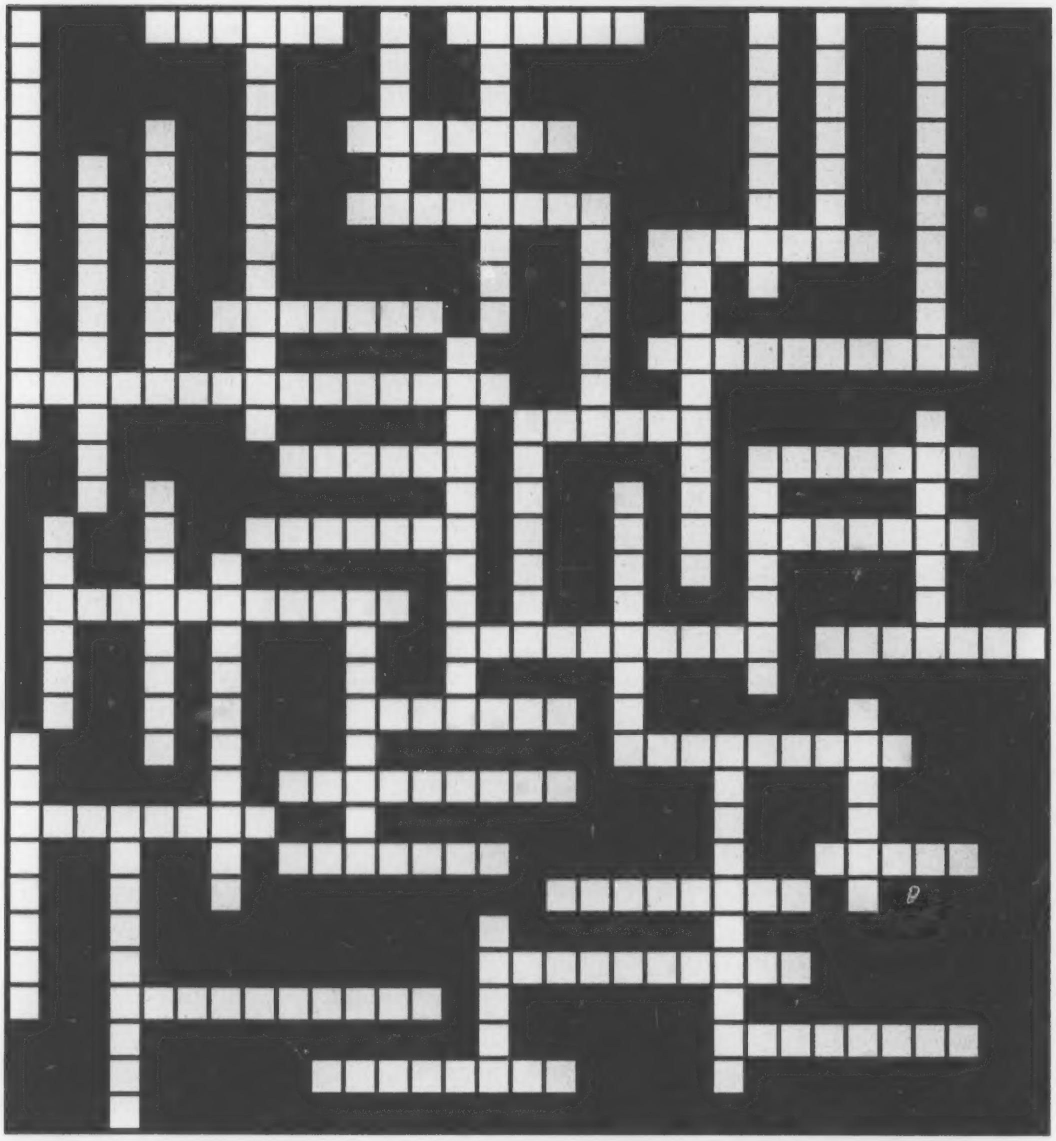
Word List:

ALCAN
ALUMINUM
ASEPTIC
ASSISTANT
BAGS
BAGSTAND
BALE
BEER
BIMETAL
BOTTLE
CAN
CAPS
COUNT
CRUSH
DIRECTOR
GAYLORD
GLASS
GLOVES
JUG
JUICE
LEGISLATED
LIFT
MILK
MONEY
PALLET
PAPER
PAPERWORK
PET
PLASTIC
PROVINCE-WIDE
RECYCLE
RECYCLING TECHNICIAN
SAFETY
SARC
SARCAN
SASKATCHEWAN
SMOCK
SUPERVISOR
TETRA
TILL
TIN
TRAILERS
T-SHIRT
WELMANS
WORKBOOKS
WRAP

O	B	C	D	A	L	C	A	N	G	G	B	T	T	N	U	O	C	H	O
N	O	P	Q	Z	Y	G	R	V	W	L	T	R	I	T	S	W	R	S	E
A	U	B	U	N	U	M	O	R	C	A	T	I	L	I	B	R	G	U	V
I	N	O	C	J	P	M	S	O	V	S	R	H	L	N	Y	A	J	R	E
C	B	T	P	P	N	T	I	T	O	S	A	S	B	T	B	P	A	C	S
I	E	T	A	E	W	N	V	C	E	C	I	T	P	E	S	A	L	U	O
N	R	L	P	L	A	A	R	E	L	I	L	M	Y	T	E	F	A	S	T
H	S	E	E	C	M	T	E	R	A	N	E	A	C	A	P	S	T	O	W
C	A	Z	R	Y	O	S	P	I	B	O	R	T	D	R	O	N	E	T	E
E	S	K	W	C	N	I	U	D	W	B	S	N	O	T	D	O	M	D	L
T	K	C	O	E	E	S	S	A	R	C	A	N	S	E	Y	N	I	O	M
G	A	O	R	R	Y	S	A	C	R	T	O	T	S	T	I	W	B	D	A
N	T	M	K	K	A	A	I	F	S	M	O	F	D	O	E	T	R	E	N
I	C	S	U	P	P	T	M	G	U	O	T	T	V	C	Y	O	F	V	S
L	H	O	M	E	S	U	A	N	B	E	E	R	N	E	L	C	Y	I	N
C	E	L	I	A	J	B	I	K	K	L	J	I	G	Y	R	Q	P	Z	L
Y	W	S	L	R	P	M	R	T	L	U	V	W	A	A	D	E	U	E	Y
C	A	P	K	T	U	O	R	A	I	O	U	G	S	B	C	N	A	C	E
E	N	V	E	L	W	U	P	C	R	L	E	G	I	S	L	A	T	E	D
R	S	W	A	T	N	P	E	P	A	P	E	R	A	G	L	O	V	E	S

Source:
Brenda Southam, "SEARCH A WORD," in *SARCAN Spirit*. Vol. 4, No. 9 (August 1999).

SARCAN DEPOT CROSSWORD



Fill in the SARCAN communities in the spaces. A word list is on the next page.

Word List:

Assiniboia
Biggar
Blaine Lake
Broadview
Canora
Central Butte
Coronach
Cudworth
Davidson
Esterhazy
Estevan
Gravelbourg
Grenfell
Gull Lake
Hudson Bay
Humboldt
Indian Head
Ituna
Kamsack
Kindersley
Kipling
La Ronge
Langenburg
Lanigan
Maple Creek
Meadow Lake
Melfort
Melville
Moose Jaw
Naicam
North Battleford
Outlook
Ponteix
Preeceville
Redvers
Regina
Rosetown
Rosthern
Shaunavon
Strasbourg
Swift Current
Tisdale
Turtleford
Unity
Wadena
Waldheim
Watrous
Watson
Weyburn
Wilkie
Wynyard
Yorkton

Other Depot Communities

Beechy
Eston
Fort Qu'Appelle
Moosomin
Nipawin
Porcupine Plain
Prince Albert
Saskatoon
Spiritwood
Wakaw

10.7 Script

IS IT COLD ENOUGH FOR YOU?

Narrator: This is a story about a typical day in a rural community in the local café at coffee time. It seems that the local farmers like to sit around and discuss the weather.

Man 1: Is it cold enough for you yet?

Man 2: Nah, this isn't cold yet.

Man 1: It is 40 below out there with a wind blowin' so strong that the crows are leaving for California.

Man 2: This isn't cold. Why, I remember the winter of '52, it was so cold that the dogs stayed away from the fire hydrants.

Man 3: Yeah, I remember that. Old Mrs. Scant had hung her bloomers on the line over night and by morning they were so frozen that when the wind picked up, her bloomers shattered like a glass tumbler.

Man 1: Oh yeah, like I believe a story like that.

Man 3: It's true. I remember the winter of '48, too. It was so cold that even the smoke coming out of the chimneys froze solid, and everyone had to climb the roof to chisel it away.

Man 2: I remember that winter. I was just a kid and had to walk ten miles to school **BOTH WAYS.** By the time I got indoors again, my mother would have to prop me up by the stove to thaw me out.

Man 1: Oh, and I suppose you had to chop through 3 feet of solid ice to get water to drink.

Man 3: Nah, but I did have to chop through 4 feet of ice to let the cattle drink. At times I had to haul wood to the water trough, start a fire around it and still chop through 2 feet of ice before the cows could drink.

Man 2: That's nothin'. In the winter of '39, my Pa had me go and check on the chickens. It was so cold that the hens' feet had froze to their roost. After we got them thawed, Ma had to knit wool socks for the lot of them.

Man 1: Yeah, now I know you are trying to pull a fast one on me.

Man 3: How do you figure that?

Man 1: Well, if that happened in 1939 and he is 56 years old, then he must have been the smartest and most helpful child in this country.

Man 2: What do you mean? I was very smart for my age.

Man 1: Well, in the winter of 1939, you could have only been 1 month old.

Narrator: So the next time you are sitting around enjoying a good cup of coffee at the local café, take our warning – talk about your family, your job, your car, but if you know what's good for you, **DON'T TALK ABOUT THE WEATHER**.

* * *

Cindy Crichton wrote the following script for Reader's Theatre for the Mentally Challenged, *a publication resulting from a project funded by the National Literacy Secretariat (NLS). Cindy Crichton runs C.C. Consulting in Olds, AB, and is also a Student Involvement Facilitator for the Alberta Association of Adult Literacy (AAAL). She was a recent recipient of an Alberta Literacy Award of Merit. Cindy Crichton also gave a talk at the SARC 2000 Annual General Meeting and Conference, speaking about her experiences delivering literacy services to people with developmental disabilities.*

10.8 Worksheets

Time Tracker Worksheet:

Timed Activities	Hours	Minutes	Seconds
Eating lunch			
Walking around the block			

Calendar Worksheet:

MONTH:			YEAR:			
SUN	MON	TUE	WED	THU	FRI	SAT

Daytime Schedule Worksheet:

Today's Date:

Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

January
February
March
April
May
June
July
August
September
October
November
December

1 2 3 4 5 6
7 8 9 10 11 12
13 14 15 16 17 18
19 20 21 22 23 24
25 26 27 28 29 30
31

2001 2002 2003 2004

Morning

8:30 AM

9:00 AM

9:30 AM

10:00 AM

10:30 AM

11:00 AM

11:30 AM

Lunch

12:00 PM

12:30 AM

Afternoon

1:00 PM

1:30 PM

2:00 PM

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3:00 PM

3:30 PM

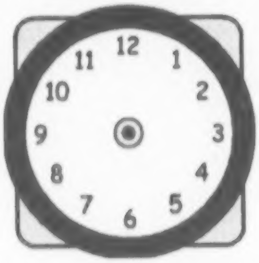
4:00 PM

4:30 PM

5:00 PM

5:30 PM

Clock Face Worksheet: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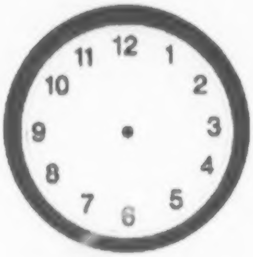
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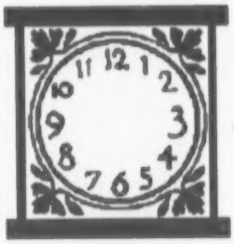
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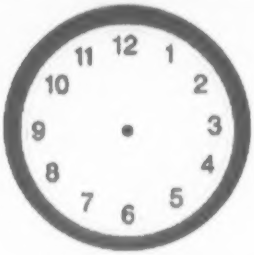
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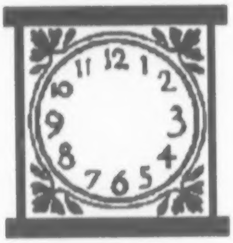
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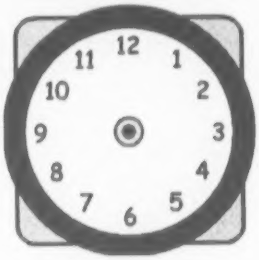
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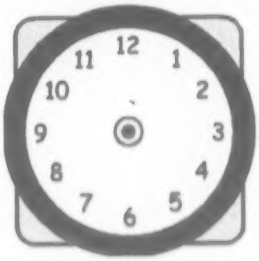
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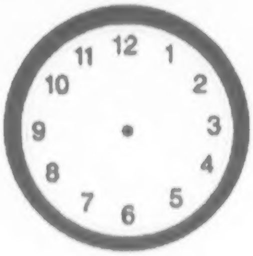
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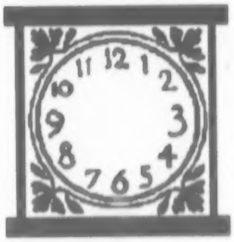
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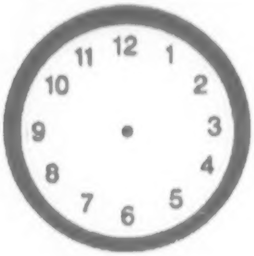
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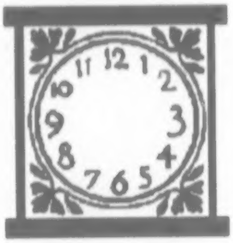
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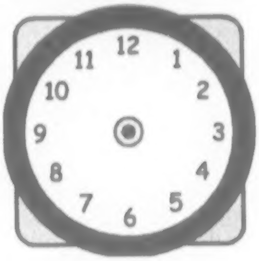
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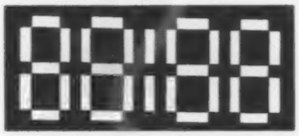
Digital Clock Worksheet:



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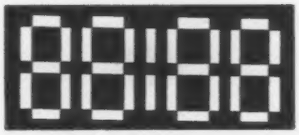

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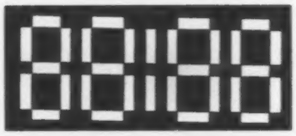

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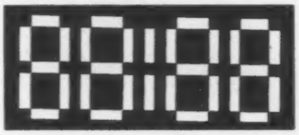

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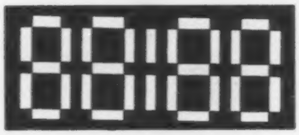

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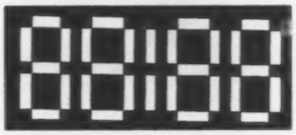

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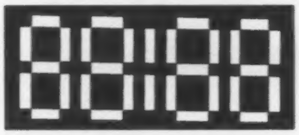

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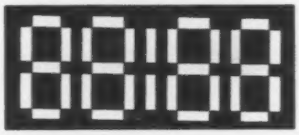

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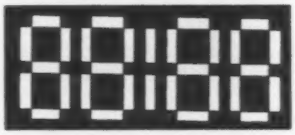

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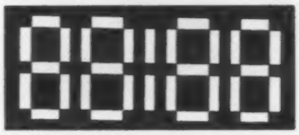

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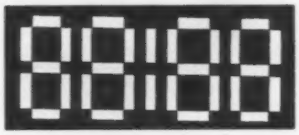

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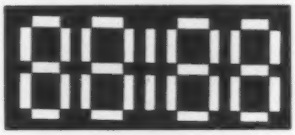

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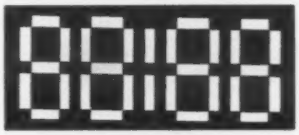

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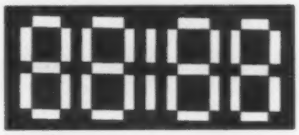

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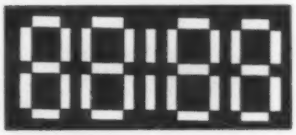

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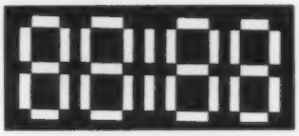

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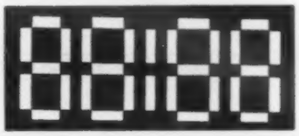

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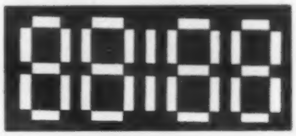

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Telephone Message Worksheet:

☎ PHONE MESSAGE

FOR ____________ DATE __________ TIME __________ A.M. / P.M.

FROM ______________________________

COMPANY ______________________________

PHONE ______________________________
AREA CODE NUMBER EXTENSION

MESSAGE ______________________________

____

____

____

- ☐ PHONED FOR YOU
- ☐ WILL CALL AGAIN
- ☐ RETURNED YOUR CALL
- ☐ CAME TO SEE YOU
- ☐ PLEASE CALL BACK
- ☐ WANTS TO SEE YOU

MESSAGE TAKER ______________________________

Memo Blank Worksheet:

MEMO

MEMO

MEMO

MEMO

MEMO

MEMO

Cheque Blank Worksheet:

296

DATE ____________

PAY TO THE ORDER OF ______________________________ $ ______

______________________________ /100 DOLLARS

Security Features

Bank of Metropolis
601-94TH ST. EAST
METROPOLIS, SASK.
TEL: (306) 867-5309
S7Z 9Z9

MEMO ____________________ ____________________ MP

917456 1588 87445258 296

297

DATE ____________

PAY TO THE ORDER OF ______________________________ $ ______

______________________________ /100 DOLLARS

Security Features

Bank of Metropolis
601-94TH ST. EAST
METROPOLIS, SASK.
TEL: (306) 867-5309
S7Z 9Z9

MEMO ____________________ ____________________ MP

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DATE ____________

PAY TO THE ORDER OF ______________________________ $ ______

______________________________ /100 DOLLARS

Security Features

Bank of Metropolis
601-94TH ST. EAST
METROPOLIS, SASK.
TEL: (306) 867-5309
S7Z 9Z9

MEMO ____________________ ____________________ MP

917456 1588 87445258 298

Personal Information Worksheet:

Name:
Last Name | First Name | Initial

Address:
Number | Street | Town / City
Province | Postal Code

Phone Number: (   )
Area Code | Number

Date of Birth:
Day | Month | Year

Place of Birth:
Town / City | Province

Emergency Contact:
Name | Phone Number

Doctor:
Name | Phone Number

Dentist:
Name | Phone Number

Signature: X
First Name, Initial, & Last Name

Sentence Writing Worksheet:

Key Word: ____________

Sentence:

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Key Word: ____________

Sentence:

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Key Word: ____________

Sentence:

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Word Bank Worksheet:

What is the word? ☐

Where did you see or hear the word? ☐

Can you say the word? ☐ Yes ☐ Not Yet
Can you say each letter? ☐ Yes ☐ Not Yet
Can you spell the word? ☐ Yes ☐ Not Yet
Can you write the word? ☐ Yes ☐ Not Yet

What is the word? ☐

Where did you see or hear the word? ☐

Can you say the word? ☐ Yes ☐ Not Yet
Can you say each letter? ☐ Yes ☐ Not Yet
Can you spell the word? ☐ Yes ☐ Not Yet
Can you write the word? ☐ Yes ☐ Not Yet

What is the word? ☐

Where did you see or hear the word? ☐

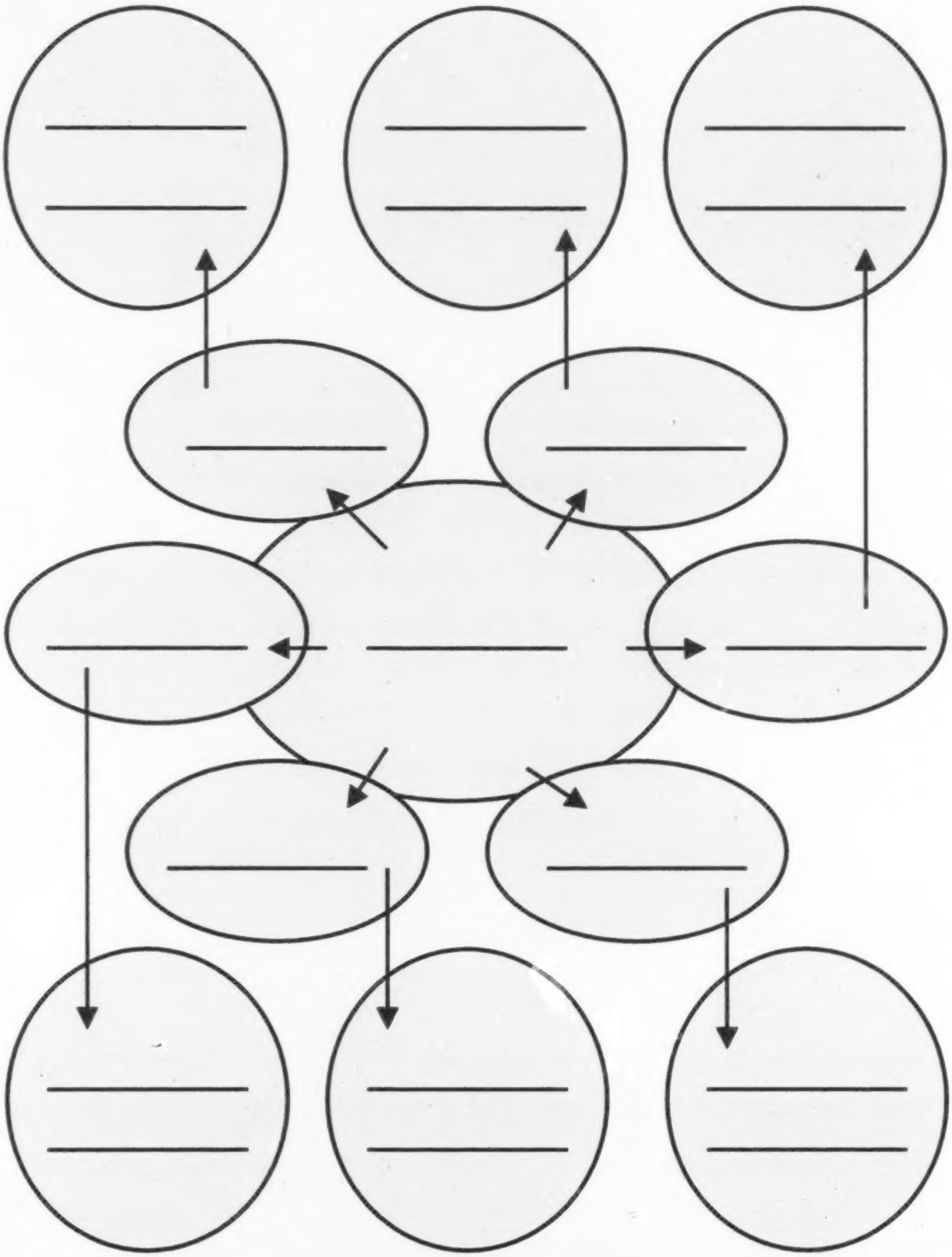
Can you say the word? ☐ Yes ☐ Not Yet
Can you say each letter? ☐ Yes ☐ Not Yet
Can you spell the word? ☐ Yes ☐ Not Yet
Can you write the word? ☐ Yes ☐ Not Yet

"Sense" Word List Worksheet:

Look	Feel	Smell	Sound

Look	Feel	Smell	Sound

Radial Tree Worksheet:



Overhead Hangman Worksheet:

Mystery Word

Guesses

1	2	3	4	5	6	7

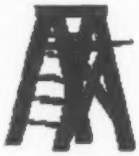
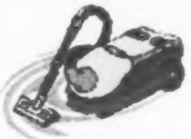
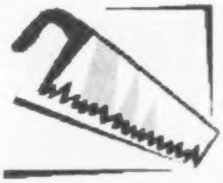
Used Letters

A	B	C	D	E	F	G
H	I	J	K	L	M	N
O	P	Q	R	S	T	U
V	W	X	Y	Z		

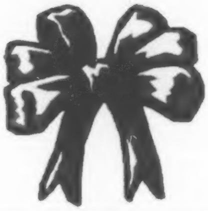
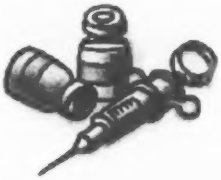
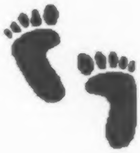
Words Solved

1	2	3	4	5	6	7

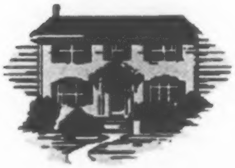
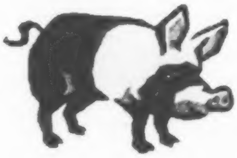
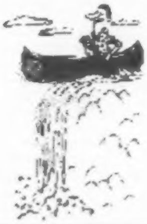
Circle Sounds Worksheet (Beginning Consonants 1):

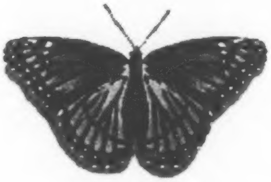
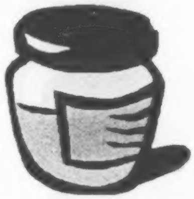
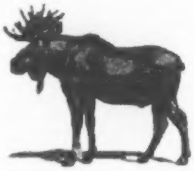
L F T	W V P	B S W

D R C	N B D	R T F

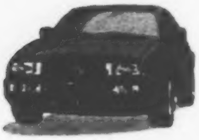




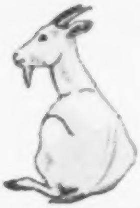
D H L	D G P	W M Z

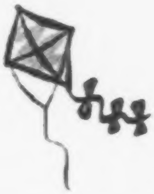




D B C	S J G	S M W

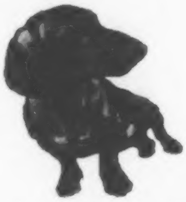
Circle Sounds Worksheet (Beginning Consonants 2):

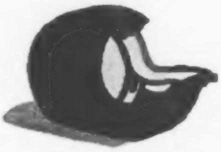


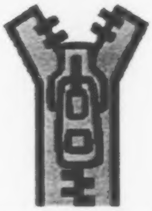




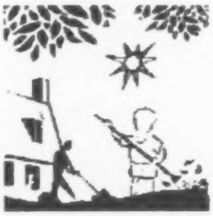
D C D	C G Q	K R F

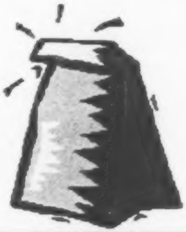


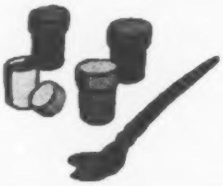




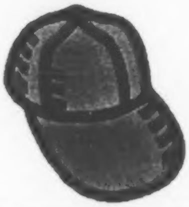
X D M	L T I	Z N W

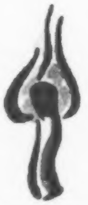


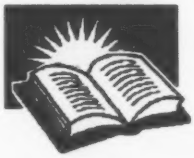




J X Y	F B H	B P S

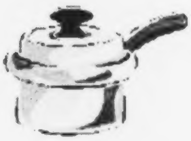
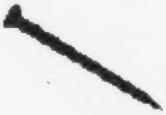
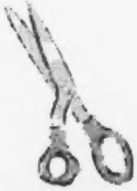




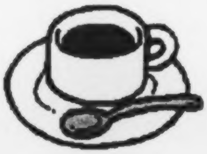
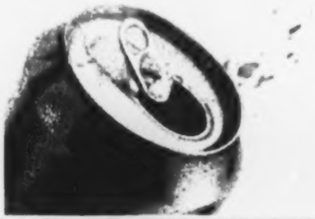
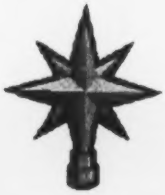


M C S	M Q F	B H K

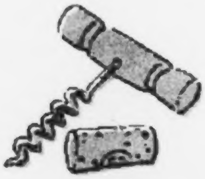
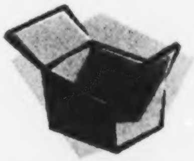
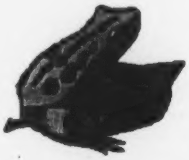
Circle Sounds Worksheet (Ending Consonants 1):

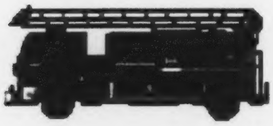
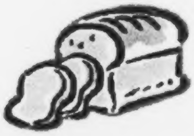
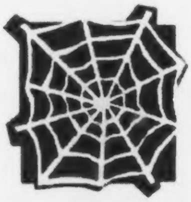
F	K	T	L	T	F	R	B	S

D	P	Y	N	M	Z	D	S	R

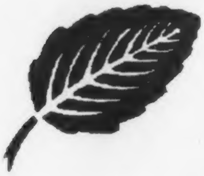
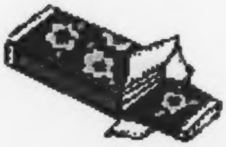
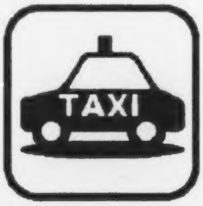




C	K	W	V	X	Z	G	Q	S

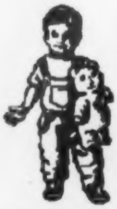
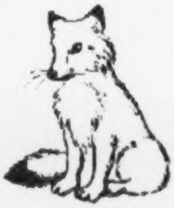
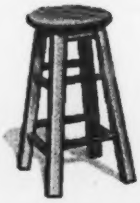




Z	K	F	D	R	S	X	B	T

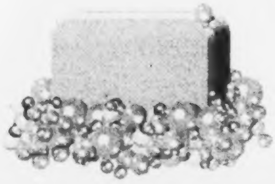
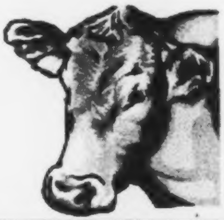
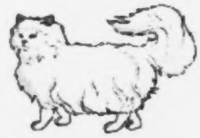
Circle Sounds Worksheet (Ending Consonants 2):

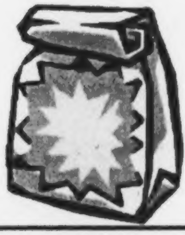
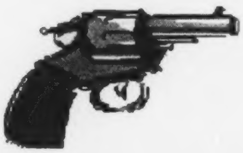
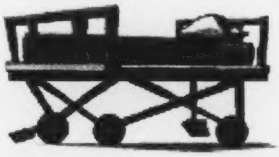
H F S	R C M	B S N

S Y B	X K D	R L W

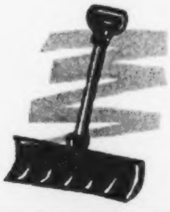




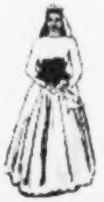
P S W	K W Y	N H T

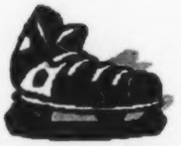




G V S	Q N D	J D H

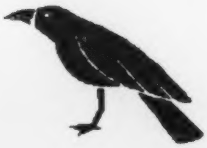
Circle Sounds Worksheet (Initial Clusters 1):

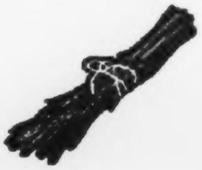


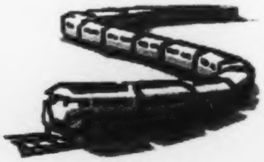




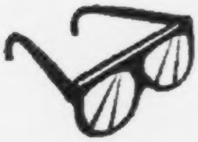
SC ST SH	BR BL	SL SK ST

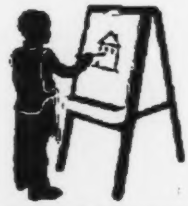


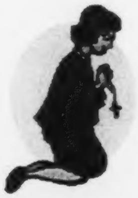




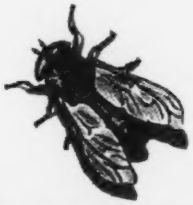
CL CR	ST SK SH	TR TW

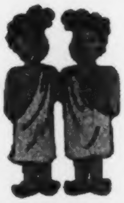


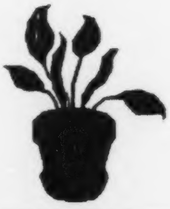




GL GR	DR DW	PL PR

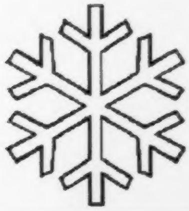
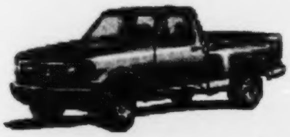
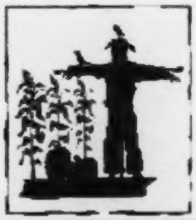




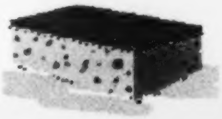
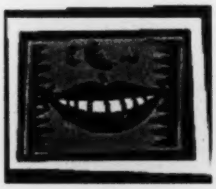
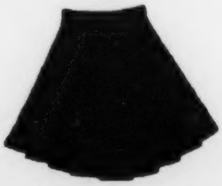


FL FR	TW TR	PR PL

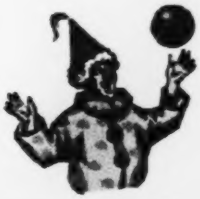
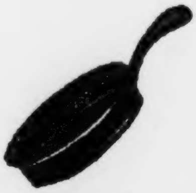
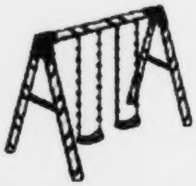
Circle Sounds Worksheet (Initial Clusters 2):

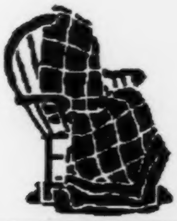
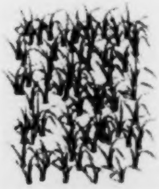
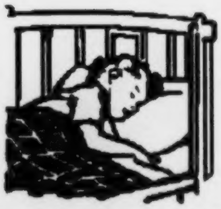
SP SN SW	TW TR	ST SC SM

SL SW SP	SW SM SL	SM SK SN

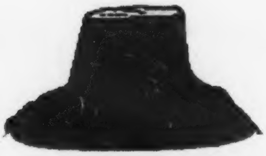
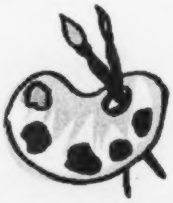
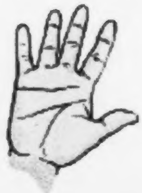




CL CR	FL FR	SW SP SC

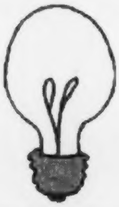
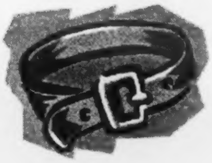




BL BR	GL GR	SL SP SW

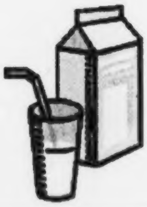
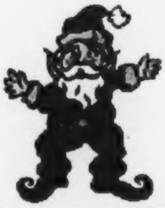
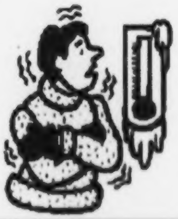
Circle Sounds Worksheet (Final Clusters 1):

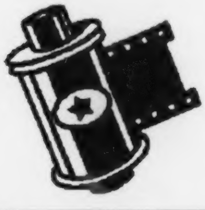
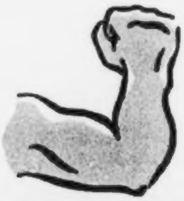
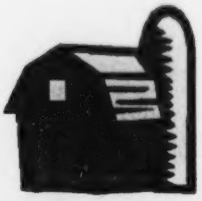
MP NT	ND NK NT	ND NT NK

NK NT ND	LF LB LK	LT LM LD

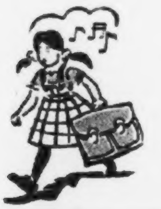
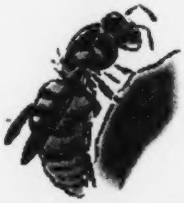
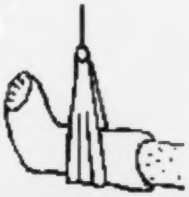




LB LD LK	LM LF LK	LD LK LT

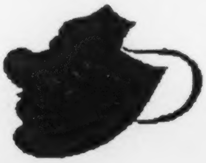
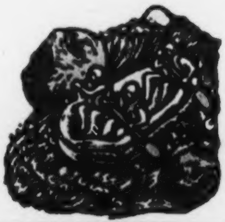




LM LF LD	RN RL RM	RL RN RM

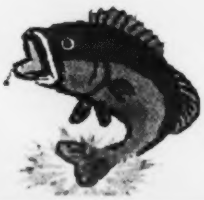
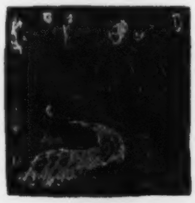
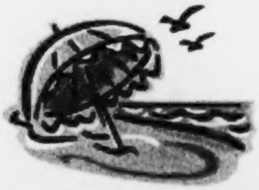
Circle Sounds Worksheet (Final Clusters 2):

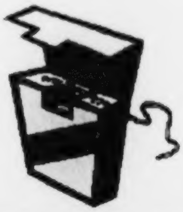
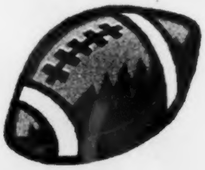
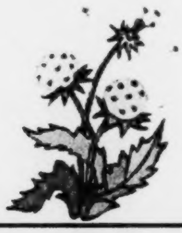
RL RN RM	SK SP ST	SP ST SK

SP SK ST	FT FF	LN LP

TH SH CH	TH CH SH	CH TH SH

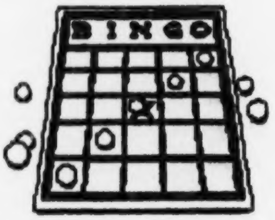
SS ZZ LL	ZZ SS LL	LL ZZ FF

Basic Budget Worksheet:

Budget			
INCOME			
Category	**Budgeted**	**Actual**	**Difference**
SUBTOTAL			
EXPENSES			
Category	**Budgeted**	**Actual**	**Difference**
SUBTOTAL			
DIFFERENCE			

Pronunciation Bingo Worksheet:

B	I	N	G	O
		FREE SPACE		



Poetry Scaffold Worksheet:

Starter Ideas:	Completed Ideas (Place):
I go to __________ to...	...
I (doing words)...	...
I see...	...
I hear...	...
I taste...	...
I love __________ because...	...

Completed Poem

Like Letter Loops:

b	d	d	d	b	b	d	b	d	b
b	b	d	b	d	d	b	d	b	d

p	q	p	p	q	p	q	q	q	p
q	p	q	q	p	p	q	q	p	q

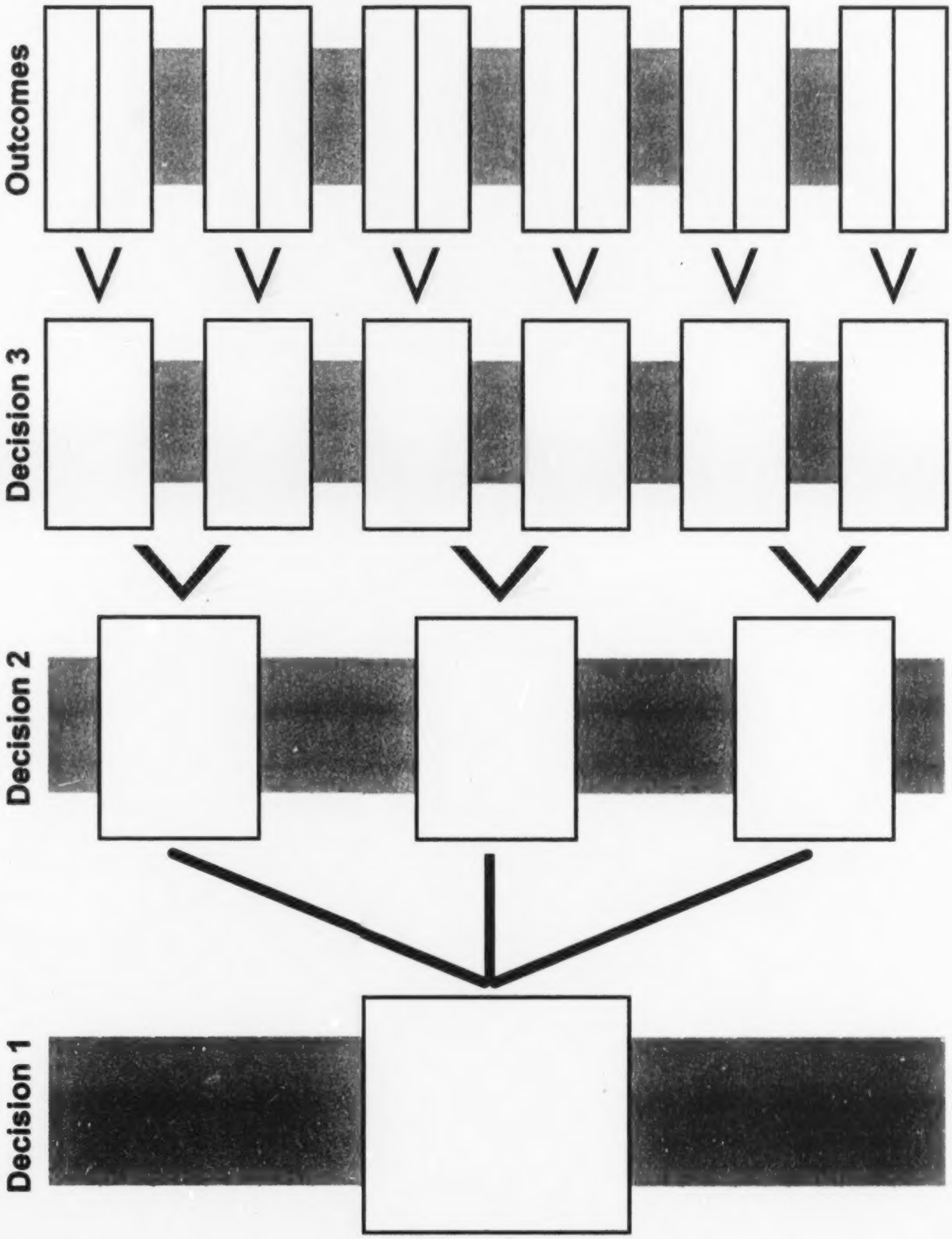
m	n	n	m	n	m	n	m	n	n
n	n	m	n	n	n	m	m	n	m

m	w	m	m	w	m	w	w	m	w
m	m	m	w	m	w	m	m	w	w

u	v	u	v	u	v	u	u	u	v
v	u	v	u	v	v	u	u	v	u

on	no	no	on	no	no	on	on	no	on
no	no	on	no	on	on	on	no	no	on

Decision Tree Worksheet:


Outcomes
Decision 3
Decision 2
Decision 1

BINDER INSERTS:

Photocopy cover sheets onto heavy paper and place into a clear sleeve, two-inch, three ring binder.

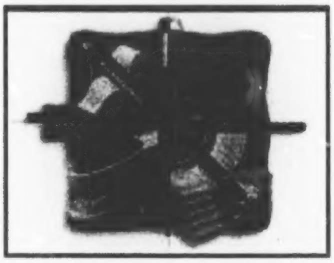
You may want to use numbered and/or colour-coded section dividers, as well.

SARC

Saskatchewan Association of Rehabilitation Centres

Literacy Activities Handbook

Supporting Literacy for People with Intellectual / Developmental Challenges



Prepared by:
Richard Lockert, Resource Developer
Saskatchewan Association of Rehabilitation Centres

August 2001

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SASKATCHEWAN ASSOCIATION
OF REHABILITATION CENTRES

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